

EYFS: 1.1 – 1.17, 2.1 – 2.6, 2.9-2.14, 3.1  
– 3.8, 3.45-3.47, 3.53 – 3.54, 3.65, 3.68,  
3.69, 3.80.

*\* For the purpose of this publication the term 'parents' will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians.*

***In creating this policy we have referred to:***

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2023)
- Statutory Framework for the EYFS for group and school based providers (2024)

**Special Educational Needs and Disability (SEND) code of practice.**

We follow the statutory guidance in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational and disability needs. It says:

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."*

**Policy Aims:** To help children reach their full potential we seek guidance from the SEND Code of Practice 2015 and,

- Work in partnership with the child's parents\* and support staff when working with SEND children
- Liaise with other professional agencies.
- Read any reports that have been prepared.
- Attend meetings with the local authority and other professionals.
- Regularly monitor observations carried out on the child's development.
- Make reasonable adaptations to the setting to accommodate any individual needs so each child feels included and can access all aspects of the learning environment.

**SEND and Child protection**

We are aware that additional barriers exist when recognising signs of abuse and neglect of children who have special educational needs and/or disabilities. Our SEND team and Designated Safeguarding Lead (DSL) are fully aware of the correct procedures to follow if an issue arises. This is thoroughly highlighted in our **Safeguarding Children and child protection Policy.**

**Identifying SEND**

Through carrying out general observations as well as 2-year-old checks and summative assessments using the EYFS Statutory Framework, it may be highlighted that a child has additional needs requiring support that is different from and additional to those of other children of their age or stage of development. These may arise from communication and language, physical development or personal, social and emotional development. If an area of additional need is identified, where a child's progress is less than expected, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

All new children will be given a full settling in period when joining the nursery according to their individual needs. During this period, they will be observed by their keyworker to ascertain their 'Starting point'

We will:

- Respect the unique needs of the child and ensure staff are aware of and follow the guidance of the SEND code of practice 2015
- Make sure that all children are supported to take part in every aspect of the settings routines according to their individual needs and abilities.
- Ensure provision is made so that all families feel included in our setting
- Identify the specific needs of children with special educational needs and/or disabilities by discussing with parents or other professionals so we can best meet those needs through specific strategies
- Encourage children to value and respect others
- Diversify activities to meet the needs of all children including challenging those older or more able.
- Appoint a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who is trained and experienced in the care and assessment of children with additional needs.
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and all staff will be provided with specific training relating to SEND and the SEND Code of Practice
- Review our practice and what we offer regularly to ensure we are still meeting the child's needs and we will seek advice from parents and other professionals where appropriate and access specialist equipment and services when needed.
- Inappropriate attitudes and practice will be challenged and disciplinary procedures followed if necessary.
- Celebrate diversity in all aspects of play and learning and we will seek out positive images and role models during play experiences of those with additional needs.
- Share any statutory and other assessments made by the setting with parents and signpost parents to the 'Local Offer' for any extra help they or the child may need.

The Special Education Needs and Disabilities Co-ordinator (SENDCo) for our setting is **Anne Skeen** and the deputy SENDCo is **Tracy Nicholls and supported by Toni Brown**

The role of the SENDCo includes:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting
- Taking the lead in implementing the graduated response approach and supporting colleagues through each stage of the process.
- Keep records up to date

In addition to that stated above we will:

- Make this policy available to all parents so they are aware of how we assess, and meet the needs of every child
- Train all our staff on how to best support children with SEND and ensure their inclusion in all areas of the setting.

- Include how we ensure equal access and inclusion for all, in our admissions criteria
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Use the **Graduated Response** approach to **assess, plan, do and review** to ensure early identification of any SEND and ensure parents are kept informed at every stage and consulted to review add to their child's support plan **every half term**
- Follow our intimate care policy
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff and offer training in any that is needed.
- Store all information e.g. additional support reviews, Education, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints appropriately so it can be reviewed annually and shared confidentially or added to when needed.
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages

### **Assessing the need for early help**

Sometimes children and families may need extra support from local agencies. If it is identified that a child and their family would benefit from support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should

- Provide support to the child and family,
- Act as an advocate on their behalf
- Coordinate the delivery of support services.

The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

An early help assessment should:

- Be undertaken with the agreement of the child and their parents. It should involve the child and family as well as all the professionals who are working with them;
- Include a teacher, GP, health visitor, early years' worker or other professional who will be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- Be with the consent of parents and/or the child if possible but where parents do not consent to an early help assessment, then the lead professional should make a judgement as to whether the needs of the child will escalate without such help. If so, a referral to local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (*Working together to safeguard children 2023 update*).

### **Graduated Response Approach**

As recommended in the SEND Code of Practice (2015), we adopt a graduated approach to assessment, planning and implementation, coordinated by our named SENDCo. We work together with parents to observe and monitor children's individual progress which helps us to identify any child with special educational needs or disabilities. The graduated response is in line with Local authority guidelines and includes support from the Local authority SEND team.

### **Assess**

Once a child has been identified as needing SEND support, the key person, the SENDCo and the child's parents, will work together to determine the child's specific needs. This initial assessment is regularly reviewed to make sure that the support meets the child's needs. If this review shows little or no improvement in the child's progress then more specialist assessment may be called for from external professionals such as Local authority SENDO, health, social services or other agencies.

### **Plan**

Once the child's specific needs are identified as above, a support plan will be put in place by the SENDCo, in consultation with the key worker and the parents. This plan will include desired outcomes for the child, SMART targets and how we will support the child to achieve these, the expected impact on progress, development or behaviour, and a clear date for review. Any support provided will be in line with evidence from observations, parents and external professionals. Parents are involved in the whole process and will be encouraged to reinforce the support at home to consolidate the progress.

### **Do**

The child's key person will be responsible for working with the child daily. The SENDCo will work with the key person to implement the SEN support and will support the key person to assess the child's progress towards their outcomes and to adapt the support as necessary to make it effective.

### **Review**

The impact and quality of the support plan will be reviewed **Every half term**. The plan will be evaluated by the key person and the SENDCo in consultation with the child's parents and taking into account the child's views.

### **Education and Health Plan (EHCP)**

*"An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs."* [Children with special educational needs and disabilities \(SEND\): Extra help - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/children-with-special-educational-needs-and-disabilities-send-extra-help)

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence gathered from all professionals involved in the child's care including:

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's SEND
- evidence of the action already being taken by us as the early years provider to meet the child's SEND
- evidence that, where progress has been made, it has only been as the result of much additional support over and above that which is usually provided
- evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from health professionals and other agencies.



**ELIM (Childcare)**  
**Special Educational Needs and Disabilities (SEND) Policy**  
**Cygnets Pre-School**

Setting  
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### **Transition to school**

When a child is ready to leave, the setting to attend a school or other provider, we will provide the new setting with a transition form that will have relevant information about the child. When a child with additional needs is looking to move settings the staff will look to make this transition as smooth as possible so that the child is not disrupted too much. We will look to make contact with the new setting and arrange meetings to discuss certain needs and even support the child on their visits to their new environment. We take into account the individual needs of the children and provide them with the support we think will be most beneficial. This process may start earlier in the year if we feel this would be best suited for the child's needs.

### **Admissions arrangements for children with additional needs.**

When a child comes into our setting with an additional need or disability needs then we will do our utmost to ensure a smooth transition so the child will settle in fully. We liaise with parents and look to develop strong parent partnerships so that we can understand the child's additional needs and put the necessary procedures or resources into place.

If a child attending our setting is already known to an outside agency, then we will look to get in contact with them so we can provide similar support. This support could range from targets in an IEP to specialist equipment. This will depend on the needs of the child.

If a parent or carer has any concerns about their child's development or if they feel that they need additional support, then they can ring; SEND IASS – 0300 373 2532

Everyone involved in the child's care will work together to ensure the child's needs are met fully and reviewed regularly.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
5 <sup>th</sup> December 2024		December 2025