

## **Special Educational Needs and Disability Policy (SEND Code of Practice)**

### **Introduction**

This policy is written in line with SEND code of practice 2014, Early Years Foundation Stage (EYFS) 2014 and the Equality Act 2010.

It is intended to give clear advice and guidance to all parents/carers/children and staff on our approach to supporting children in North Halifax Partnership nurseries who may require additional support or early intervention.

### **Definitions**

- A child or young person has SEND if they have a learning or physical difficulty which calls for special educational provision to be made.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of other of the same age.
- A child or young person has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Many children and young people who have SEND may have a disability under the Equality Act 2010. That is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities. This definition includes long term health conditions such as asthma, diabetes, epilepsy and cancer.

### **Aims**

- We aim to extend a warm welcome to all children, regardless of special need or disability.
- We aim to provide access for all children to a broad and balanced curriculum to enable all children to achieve their full potential and to be fully included in the Children's Centre and the wider community.
- To ensure that all children engage in all activities and are fully included.
- To respect and value the views, wishes and feelings of each individual child and their parents/carers.
- To ensure that parents/carers are involved with decision making.
- To support families whilst assessments are being carried out.

### **The Role of the SENCO**

Each nursery has a named Special Educational Needs and Disability Co-ordinator (SENCO). Please consult the notice board at your nursery to find out who this is.

The role of the SENCO is to:

- Oversee day to day operation of the SEND policy.
- Coordinate provision for all children with SEND.
- Advise on graduated approach to SEND support.
- Advise on use of allocated resources.
- Liaise with parents/carers of children with SEND and ensure that they are closely involved throughout and that their insights inform action taken by the setting.
- Ensure all practitioners in the setting understand their responsibilities to children with SEND and the settings approach to identifying and meeting SEND.
- Liaise with other educational settings and outside agencies.
- Liaise with potential next providers of care and education.

- To keep up to date with any national or local developments on provision for children with SEND, ensuring that the relevant information is effectively passed on.
- To identify and prioritise the individual training needs, of the staff in relation to SEND.
- To liaise with other professionals or agencies to gain advice or support for the setting in relation to SEND issues.
- Ensure that SEND records are up to date.
- Ensure that children with medical conditions get the support they require to meet their needs.

## **Identifications of Children with Special Educational Needs and Disabilities**

The following procedures are in place to ensure all staff are working towards meeting the needs of every child.

A 'graduated response' is applied using a cycle of 'assess, plan, do, review'. This links with the EYFS 2014 observation, assessment and planning cycle, which ensures all practitioners are assessing each individual child's learning and continual progress.

### **Assess**

In identifying a child as needing SEND support, the staff member, working with the setting SENCO and the child's parents/carers, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, Social Services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents/carers' agreement. At this point we may request support to develop an Education, Health and Care plan.

### **(Education, Health and Care) Plan**

Where it is decided to provide SEND support and having formally notified the parents/carers, the practitioner and the SENCO should agree, in consultation with the parents/carers, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. These are summaries in an Education, Health and Care plan.

Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Parents/carers should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

### **Do**

The Early Years Practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents/carers and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents/carers should have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action will be revisited at agreed intervals, to identify the best way of securing good progress. At each stage parents/carers should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes will be shared with parents/carers and reviewed with them, along with action taken by the setting, at agreed times.

The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by Early Years Foundation Stage materials, the Early Years Outcomes guidance and Early Support resources.

### **Transition Arrangement**

Before the child leaves the nursery, the SENCO will liaise closely with the SENCO at the child's new school or setting. The child's records will be discussed and passed on with parental consent. During this time, the need for visits between settings etc can be identified and liaison with other SENCOs can be arranged. Through this process a review of the SEND support being provided or Educational Health Care Plan can be undertaken.

### **Funding and Support**

In order to meet the needs of children with SEND or disability we will try to access available funding from the Local Authority and ensure this is used to provide suitable support.

Calderdale Local Offer is available to see on the website link below:

<http://www.calderdale.gov.uk/education/parents/send-offer/index.html>

### **Complaints**

In the event of a complaint, parents are encouraged to express their concerns using the **Complaints Procedure**.