

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

Introduction

This policy is written in line with SEND code of practice 2015, Early Years Foundation Stage (EYFS) 2021 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 others 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.

Special educational needs are generally thought of in the following four broad areas of need and support:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health, and;
- sensory and/or physical needs.

There is often an overlap between disability and special educational needs. Therefore, a child can be defined as being disabled, having a special educational need (SEN) or having both a special educational need and a disability (SEND).

The Equality Act (2010) defines **disability** as

a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

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.
- To work in partnership with outside agencies to support children with SEN and their families.

The Role of the SENCO

Each nursery has a named Special Educational Needs and Disability Co-ordinator (SENCO). Please consult the notice board or ask 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.
- Work in partnership 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 2021 observation, assessment and planning cycle, which ensures all practitioners are assessing each individual child's learning and continual progress. There are two developmental checks which support early identification, 2-year progress check and EYFS profile at age 5. Each child's progress will be discussed on an individual basis with parents/carers.

Transition Arrangements

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 will be discussed and SEND support plans and Educational Health Care Plans will be discussed in detail.

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:

<https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send>

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Complaints

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

