



## Supporting children with Special Educational Needs and Disabilities

### **Policy statement**

Home from Home Childcarers recognise that all children have the right to access a broad and balanced curriculum, allowing them to progress and learn at a pace and level reflective of their individual abilities. We believe that all children have the right to gain experience and develop their knowledge and understanding alongside their peers no matter what their individual needs and are committed to the inclusion of all children. Our Local Offer informs parents about what the setting offers children with special educational needs.

### ***The Role of the Special Educational Needs Co-ordinator (SENCO)***

Our settings Special Educational Needs Co-ordinator is Chrissie Morley and our Deputy Special Educational Needs Co-ordinator is Rachel Simms. They will work closely with the practitioners, children, their families and other specialist professionals to ensure that children with additional needs are being fully supported by the setting. The SENCOs will support Staff and identify any relevant training needs to ensure every child's needs are met with a personalised approach. The SENCOs will co-ordinate termly reviews with all those supporting the child to review the child's progress and set new next steps that are tailored to the individual, always making sure individual plans and records are shared with parents and professionals supporting the child. The SENCOs are also responsible for ensuring that there are robust systems in place to identify children who may need additional support and direct parents to this should the need arise. They will work closely with the settings manager and business manager to ensure that the 'Supporting Children with Special Educational Needs' policy is being implemented at the setting and reviewed yearly. In the absence of the SENCO, the deputy will take on these duties until she returns.

### ***SEND Code of Practice***

The setting has a statutory duty to comply with the SEND Code of Practice and implement this. The Code of Practice specifies four broad areas of need which are, communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs. The SEND Code of Practice states when an educational setting makes a special educational provision for a child with SEND, they should inform the parent, all settings should adopt the graduated approach which is broken down into four stages of action: assess, plan, do and review. In our setting this is called a **One Plan**, we will meet with the parents and

supporting professionals each term to review the child's progress and set the next steps in their development. The child's needs and wishes will also be taken into account and for those children who are pre-verbal or not able to communicate verbally their views and wishes will be recorded by their key person through detailed observations. The settings SENCOs will co-ordinate and lead One Plan meetings, ensuring that the child is at the centre of our discussion and any action that needs to be taken is done so in a timely manner. Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment.

### ***Partnerships with Parents***

We welcome and value the contribution that parents make to the development of their child and feel we can support children best when parents/carers share information with us, so we are able to meet the needs of the individual child. When a child presents with specific needs, already identified, staff are required to gather from parents (and any other settings attended or previously attended by the child) all information to support the inclusion of the child. There should be an ongoing dialogue and shared written information between parents and the child's key person/SENCOs, to ensure that an accurate assessment of the child's abilities and needs are maintained. When a practitioner identifies a child experiencing difficulties or their development is at a significantly slower rate than their peers or delayed, in a specific area which may require additional or alternative interventions and support, they should in the first instance speak with the SENCOs. The SENCOs will then arrange a meeting with the parents to discuss our concerns and a plan to support the child, which may include seeking support from an outside agency such as a Speech and Language therapist, Healthy Family Support Worker, or the GP to seek a referral to a paediatrician, ophthalmologist or audiologist etc. At all times we encourage regular communication between home and the nursery, and any information should be shared at the earliest possibility. The SENCOs will provide support to parents, recognising that they may not previously have been aware of their child's difficulties, whilst realising that information should be full and accurate, using language that the parent can understand and not jargon which may cause confusion. At all times parental contribution will be encouraged to contribute their knowledge of their child's development and learning, and to help set targets through the One Plan process.

### ***Involvement of the child***

Whilst we recognise that it is often difficult to ascertain the views of very young children; practitioners will encourage their contributions, particularly when establishing individual programmes to support learning. Practitioners should ensure that all possible information is gathered from children, enabling them, for example, to express their feelings and identify personal

preferences and interest. The involvement of children will contribute to the relevance of each programme developed and implemented, maximising opportunities to incorporate their views and progress their learning.

### ***Working with Specialist/ other professionals***

There may be occasions that we feel we need to gain the advice of another professional, this will only be sought with the consent of the parents/carers, as we feel that we are best able to support children when we work in partnership with specialists/other professions that are involved in the care, health and development of the individual child. We will facilitate any visits they need to make to assess the child and work proactively with them to ensure that the strategies/interventions suggested are implemented to support the child's desired learning and developmental outcomes. We encourage those supporting the child to attend One plan meetings to form a wider circle of support but also to take an active part in the review process, enabling everyone to carry out a consistent plan to support the child's development. Where permissible, we are happy to support children and families by attending medical and developmental appointments.

### ***Funding***

Should the setting feel that a child requires a high level of adult support, in order for them to support the progress of the child, which is specific and tailored to their level of development and needs, there may be the opportunity to apply for some additional funding. Additional funding is only able to be sought with parental permission and with the supporting statement from a professional outside of our setting, such as a Speech and Language Therapist. This additional funding can only be used to provide additional supporting practitioners and in some cases targeted resources, funding cannot be used to pay for the child to attend additional hours.

### ***Definition of Special Educational Needs and Disability***

All practitioners at Home from Home Childcarers recognise the definition of special educational needs and disabilities as detailed in the SEND Code of Practice:

*'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.*

*For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.'*

*Many children and young people who have SEN 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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.*

### **Contact details**

If you would like to speak to Chrissie or Rachel you can contact them via telephone on: 07512 201850. If they are not available to speak with you, a suitable time will be arranged when one of them will call you back or a face to face/Zoom meeting can also be arranged, if preferred.

### **Further guidance**

- Early Years Foundation Stage Statutory Framework (DfE 2021)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE and DoH 2014)

### **Other useful Pre-school Learning Alliance publications**

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years (2015)

	<b>Date:</b>	<b>By Whom?</b>	<b>Comments</b>
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