Special Educational Needs and Disabilities Policy

Approved by:	Nazmon Hannan
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Special Educational Needs & Disability Policy

Rationales

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability Code of Practice (DfE 2015) to identify, assess, and make provision for children's special educational needs.

This policy has been created with regard to

- The SEND Code of Practice 2015
- The Children Act 1989
- Children and Families Act 2014 (Part 3)
- The Equality Act 2010 and schools
- Working Together to Safeguard Children 2026
- Statutory Framework for the EYFS 2026

Defining SEN

At Jan Pre-School & Nursery, we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

A child or young person has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

A child or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.*

Aim of this Policy

At Jan Pre-School and Nursery, we believe that every child deserves a fair start in life, with the very best opportunity to succeed. We are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside their peers through positive experiences, enabling them to share opportunities, learn from one another, and support one another. We provide a positive, welcoming environment where children are supported according to their individual needs, and we work hard to ensure no children are discriminated against or put at a disadvantage because of their needs. Each child's needs are unique; therefore, any attempt to categorise children is inappropriate.

We are committed to working in partnership with parents in order to meet their child's individual needs and help them develop to their full potential.

We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

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Objectives to achieve our aim

At Jan Pre-School and Nursery, we will conduct an initial assessment of all children after the settling period to determine if they are progressing in line with the expected development for their age group. Following this, we monitor and record each child's development through ongoing observations and interactions. We assess these observations against the Development Matters checkpoint at the end of each term. We also record the Progress Check for all children aged two in accordance with the Code of Practice (2015) and the statutory framework for the EYFS to support early identification of needs. When a child has additional needs, we believe it is crucial to gather as much information as possible about those needs; how they may affect his/her early learning or care requirements, and any additional support he/she may require by:

- Liaising with the child's parents through sharing weekly observations with them
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority and other professionals
- Encourage children to value and respect others.
- Provide well-informed and suitably trained Educators to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs. A designated Special Needs Coordinator (SENDCO) who is experienced in the care and assessment of children with additional needs. Staff will receive specific training on SEND and the SEND Code of Practice.
- Celebrate diversity in all aspects of play and learning.

Our Special Educational Needs and Disabilities Co-ordinator (SENDCO) is **Nazmon Hannan**.

Accessibility and reasonable adjustments

The nursery is committed to making reasonable adjustments to ensure that children with SEND and disabilities can access the provision, participate in activities and routines, and make progress in their learning and development.

We will identify and remove barriers to participation whenever reasonably practicable and consider each child's individual needs. Adjustments may include providing accessible resources, using visual supports and alternative communication methods, modifying routines, or making appropriate changes to activities and arrangements, including transitions. We will consider each child's individual needs, strengths, preferences, and provide accessible information and support.

Responsibilities

The role of the SENDCO in our setting includes:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's

approach to identifying and meeting SEN.

- 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 approach and supporting colleagues through each stage of the process.
- Signpost parents and families to our Local Offer of Early Help in order to access local support and services. Parents can find information about early-years support, speech and language services, education, health services and help for families by referring to the Waltham Forest local offer website: https://www.walthamforest.gov.uk/schools-education-and-learning/local-offer-speacial-educational-needs-and-disability-send or Waltham Forest Local Offer-SEND
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all staff members in the nursery through training and professional discussions.
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible, suitable for children and adults with disabilities using the facilities.
- 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
- Monitor and review our policy and procedures annually.

The Role of Educators

- Have high aspirations for all children and support them to achieve their full potential.
- Develop respectful partnerships with parents and families.
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education, and where possible, include the thoughts and feelings voiced by the child.
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice, January 2015 / Statutory framework for the EYFS (2026).
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability.
- Arrange and deliver additional intervention activities in the areas of need to close the gap.
- Review children's progress and support plans every four weeks, and work with parents to agree on future support arrangements.

Identification, Assessment, of the need for Early Help, Support and Review

Stage1

We will work with local agencies to put in place processes for effectively assessing the needs of individual children who may

benefit from early help services. Where a child and family would benefit from coordinated support from more than one agency (e.g., education, health, housing, police), we will conduct an inter-agency assessment. These early help assessments, such as the Common Assessment Framework, will identify what help the child and family need to prevent needs from escalating to a point where intervention would be needed through a statutory assessment under the Children Act 1989 and Children Act 2004.

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 2026*

Graduated Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, nurseries should adopt a graduated approach to assessment and planning, led and coordinated by a SENDCO. Good practice in working with parents and in observing and monitoring children's individual progress will help identify any child with special educational needs or a disability. This graduated approach will be led and coordinated by the SENDCO, and appropriate records will be kept in accordance with the Code of Practice.

Assess

When identifying a child as needing SEND support, the key person, working with the SENDCO and the child's parents, will analyse the child's needs. This initial assessment will be reviewed regularly to ensure support matches need. Where there is little or no improvement in the child's progress, specialist teachers or health, social services, or other agencies beyond the setting may call for further specialist assessment. Where professionals are not already working with the setting, the SENDCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEND support, and having formally notified the parents, the key person and the SENDCO, in consultation with the parent, will agree 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. Plans will take the child's views into account.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and will be delivered by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

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Do

The child's key person will work with the child daily. With SENDCO support, they will oversee the implementation of the intervention agreed as part of SEND support. The SENDCO will support the key person in assessing the child's response to the action taken, problem-solving, and advising on effective implementation of support.

Review

The agreed date will be used to review the effectiveness of the support and its impact on the child's progress. On the agreed date, the key person and SENDCO, working with the child's parents and taking into account the child's views, will review the effectiveness and impact of the support on the child's progress. They will then evaluate the impact and quality of support on the child.

Education and Health Care Plan (EHCP)

Some children may require an EHCP needs assessment to determine whether an EHCP is necessary. An EHCP aims to make adjustments and provide support to meet the child's special educational needs, securing the best possible outcomes across education, health and social care.

The local authority will conduct the EHCP needs assessment and take into account a wide range of evidence, 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 needs
- evidence that, where progress has been made, it has only been as the result of much additional intervention and 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 clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other bodies to ensure that the child receives the support they need to gain the best outcomes.

Safeguarding children with SEND

The nursery recognises that some children with SEND may be more vulnerable to abuse, neglect or exploitation due to communication difficulties, dependence on adults or difficulty reporting concerns.

In line with the EYFS statutory framework 2026, Working Together to Safeguard Children 2026 and local safeguarding procedures, staff will recognise individual safeguarding risks, adapt communication methods, ensure safe personal care practice and take all concerns seriously. Changes in behaviour or distress must never automatically be attributed to a child's SEND.

The nursery will work with parents, the DSL, SENDCO and relevant professionals to protect children, make appropriate adjustments and ensure concerns are recorded and reported promptly in accordance with the nursery's safeguarding and

child Protection policy.

School Admissions

Children may remain at the setting until the age they are usually expected to move into reception because of SEND, but we will consider each case individually. If any parents feel their child is not ready to start school at the usual time, then we are happy to discuss the alternative options. At Jan Pre-School & we spend lots of time preparing children for their transition to school. We have lots of support put in place for children with SEND and strive to transition children at a time that is best for them.

Complaints and Concerns

Parents and carers are encouraged to raise concerns about their child's SEND support with the key person or SENDCO in the first instance. If the matter is not resolved, parents may raise it with the nursery's manager or follow the nursery's formal complaint procedure and the SEND Code of Practice. All concerns will be treated fairly, respectfully and promptly with the child's best interests prioritised.