



Special Educational Needs Policy

At Apple Blossom Nursery we believe that all children have the right to have full and equal access to an appropriate Early Years Curriculum. Apple Blossom Nursery offers daytime care for children aged 3 and 4 that may have additional needs that are primarily sourced in social communication difficulty including autism. We recognise that children with these needs may also be affected by other emerging needs and disabilities. All children have the right to be cared for and educated to achieve the best possible outcomes, to share opportunities and experiences and develop and learn alongside their peers. We provide a positive and welcoming inclusive environment where children are supported according to their individual needs.

Introduction

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them”. As defined by the Code of Practice 2014 for those who have Special Educational Needs and disabled children.

This policy is in line with the Code of Practice 2015 and Equality Act 2010.

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a. Have a significantly greater difficulty in learning than the majority of children of the same age.
- b. Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- c. Are under compulsory school age and fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them.

Our Aims

At Apple Blossom Nursery we strive to provide a broad and balanced curriculum for all children to become confident with a growing ability to develop and who are then ready to make the transition into compulsory education.

The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, practitioners set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the nursery.

- We aim to offer a secure and positive environment that will promote the development of the whole child.
- To provide a differentiated curriculum to meet the needs of all children. Ensuring that every child is given full and equal access to a broad and balanced curriculum appropriate to individual needs.
- To develop individual learning programmes to meet the specific requirements of children with social communication difficulty including autism.
- To enable all children to have full access to all elements of the nursery's curriculum.
- To ensure that parents/carers are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process.

Educational Inclusion

At Apple Blossom Nursery we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning. We want all our children to feel that they are a valued part of our nursery community.

Through appropriate curricular provision, we respect the fact that SEN children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Identifying and assessing Special Educational Needs (SEN) for young children whose first language is not English requires particular care. Our practitioners will carefully consider all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from their SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Practitioners respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences, understanding that sensory processing may present differently for ASC/SCID affected children;
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour through improving their ability to communicate and to take part in learning effectively and safely;

Our focus will be on ensuring there is no delay in making any necessary special educational provision to avoid frustration in learning and the development of behaviour difficulties. We operate on the basis of understanding that early action to address identified needs is critical to the future progress and improved outcomes for all children.

We develop and maintain effective relationships with parents/carers to build a good working partnership.

We liaise with and actively work alongside external agencies building up good working relationships with other professional bodies.

We plan effective transitions both when the child starts and leaves nursery, working in conjunction with other provisions, parents/carers and advice services.

At Apple Blossom Nursery we believe all practitioners will involve themselves in understanding and supporting the special needs of all our children. This work is led by our special needs co-ordinator (SENDCo) Caroline Daniel. Her role is to:

- Oversee the design and implementation of the Individual Support Plan that will be in place for every child who has SEN.
- Observe every child to ensure that the needs of the child are subject to ongoing assessment and review.
- Make referrals to other agencies as needed and where advice recommendation is received to make sure this is acted upon.
- Compile documents as needed to fulfil the requirements of EY funding applications to SEND Service and other agencies.
- Support the child's key person.
- Where there are shared care arrangements in place for a child who may also be attending another setting or receiving care from a childminder in addition to their attendance at Apple Blossom Nursery, liaising with and supporting the work of the key person for the child in that setting.
- Arrange reviews for Individual Education Plans, Behaviour Plans and also arrange meetings with parents/ carers and professionals. children ensuring these targets are clear and measurable.

- Prepare reports for formal assessments, the Education, Health and Care plans.
- Continue to maintain good links with external support agencies.
- Oversee the training for practitioners in the use of alternative forms of communication, such as communication boards.

Graduated approach

In line with requirements of the Special Educational Needs and Disability Code of Practice, we take a graduated approach to working with children with emerging concerns and their families.

This approach includes:

- An analysis of the child's needs including whether we should seek more specialist help from health, social care or other agencies.
- An agreement about the interventions and support needed and the expected impact on progress and a date for review.
- Implementation of the interventions or programmes agreed, including assessing the child's response to the action taken.
- A review of the effectiveness of the support and its impact on the child's progress by the key person, SENDCO, the child's parent(s)/carers and the views of the child, including any agreed changes to outcomes and support
- Revisiting this cycle of action in increasing detail and frequency including seeking further specialist help to secure good progress until the SENDCO, key person, the child's parent(s)/carers and any other professionals involved agree intervention is no longer needed or decide to request an education, health and care needs assessment (see below).

Education, Health and Care Plan assessment

If the help given through the nursery's graduated approach is not sufficient to enable the child to make satisfactory progress, we may request, in consultation with the parents/carers and any external agencies already involved, an assessment of the child's needs by the local authority. This is called an Education, Health and Care (EHC) needs assessment. The assessment will decide whether a child needs an EHC plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEN or a disability. The local authority will consult with parents/carers and let them know the outcome of the assessment.

Early help assessment

If we believe a child and their family would benefit from support from more than one agency, for example where a child may have difficulties linked to poor housing or difficult domestic circumstances, we may request or carry out an inter-agency assessment to get early help for the family. This early help assessment aims to ensure that early help services are coordinated and not delivered in a disjointed way. In our nursery we use the Early Help Record which is followed up by early help meetings known as TAC (Team Around the Child).

We work in close partnership with other agencies, such as Child Health Services, Social Care, Educational Psychology Service, Speech Therapists and Special Needs Support services as required.