

Special Educational Needs Policy

Trinity Day Nursery is committed to making our setting inclusive and accessible to all children and to making sure that children are able to reach their full potential. All children have the right to The Foundation Stage and all staff have a duty to meet the individual needs of all the children attending the setting.

We have regard for the Special Educational Needs and Disability Code of Practice: 0-25 years (statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), DfE 2014, on the early identification and assessment of children who have special educational needs and/or a disability.

Definition of children with Special Educational Needs (SEN):

(Extracts from the SEND Code of Practice 2014; page 4)

- xii. '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'.
- xiv. 'A child of compulsory school age 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 in mainstream schools or mainstream post-16 institutions.
- xv. For children aged 2 years 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 2 years of age, special educational provision means educational provision of any kind.
- xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Disabled Children and Young People

- xviii. 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 trivial'. This definition includes sensory impairment 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 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.
- xix.

We aim to foster an environment where all children are:

- Seen as children first and the views and interests of the child are valued and nurtured.

- Encouraged and enabled to be as independent as possible
- Respected when care is of a personal nature
- Listened to as the voice of the child is valued
- Fully accepted and involved in all activities
- Parents have a vital role to play in supporting their child's education and at Trinity strong Key Person relationships, sharing children's learning journeys will support consolidation of learning for children at home as well as in the setting
- Children with SEN are offered full access to a broad and balanced and relevant Foundation Stage

In order to meet the needs of all children, including those with SEN and/or a disability, we consider the following issues:

- Access
- Voice of the child
- Working partnership with parents/carers and professionals
- Activities (planning and differentiated)
- Staffing levels - making sure these are adequate to meet a child's needs
- Training of staff
- Resources and equipment
- Challenging stereotypes and promoting positive attitudes amongst all children and staff
- Individual programmes, monitoring of progress and record keeping

Trinity Day Nursery will endeavour to ensure that all children are treated with equal care and respect. All children will be encouraged to take part in a range of opportunities and experiences. We will access the specific needs of every child and take the relevant steps to adapt our facilities and resources to meet the needs of everyone.

Where a member of staff has concerns about the development of a child in one or more areas, this will be discussed with the child's parents/carers in partnership with the SENCo in order to decide on the best way to meet the child's current needs. If appropriate, an individual support plan may be set up for the child, which will be reviewed on a regular basis.

Trinity Day Nursery will ensure that:

- Reasonable adjustments have been made to the indoor and outdoor environments to promote access for all
- Staffing arrangements meet the needs of individual children
- Policies are available to parents and are consistent with current legislation
- Children with special educational needs and disabilities have equality of access to facilities, activities and opportunities
- Regular liaison is maintained with parents/carers and other professionals

The role of the Special Educational Needs Coordinator (SENCo)

We have a named Special Educational Needs Coordinator (SENCo). The SENCo is responsible for monitoring the needs and progress of children with SEND. The SENCo will ensure that liaison takes place with parents/carers and with appropriate professionals as well as ensuring that the setting is up to date with current legislation and practice.

Our named SENCo is **Nikki Storrs**

The SENCo is responsible for:

- 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/carers are closely involved throughout and their insights inform action taken by the setting
- Attending appropriate training and sharing this with the staff group
- Liaising with professionals or agencies beyond the setting

The following members of staff have had SEN training:

Julia Merivale
Nikki Storrs
Annabel Tasker

Admissions/support services arrangements:

- All children, including those with identified SEN are admitted to the setting following discussions with parents/carers. (see admissions policy) Any special/additional support will be put in place where at all possible prior to the child starting, to support their needs. ie, room layout, sensory visual aids, specialist equipment. This will be monitored.
- Partnership with Parents – each child is allocated a Key Person who is responsible for establishing strong links with the child and home. They will support the child to settle in the Nursery, support their basic needs, listen to them, value them and make them feel safe and emotionally secure. A Tapestry account for the child will be shared with parents to celebrate special achievements, milestones in their development and 'wow' moments.
- The Key Person will discuss with the parents what the child's interests are at Nursery and home so that activities can be shared and learning consolidated to help each child reach their full potential.
- Regular meetings will be held with parents and Key Persons to support learning and ensure early intervention and support are put in place. Our open door policy welcomes parents to 'chat' about any concerns/queries they may have in a cosy, private allocated room.
- Regular in-house workshops and advice will be available for parents to cover issues such as communication and speech, behaviour, attachment and the value of outdoor play. Story-sacks, song bags and focussed activity bags are being developed to support learning between the setting and home.
- Involving the wider community such as PEEP Groups, anti-natal classes, child minding forums, parent support groups, are high on our agenda to support children and families. These are planned to take place at the setting in a separate suite.
- Confidentiality(see also policy) will be maintained at all times, by all staff, visitors and parent consent will be sought before any outside agencies are involved, **unless** there are concerns about child protection(see policy). All files for SEN are stored in a locked cabinet. IP's will only be initialled protecting child's full name.
- Trinity Day Nursery will work closely with parents regarding settling children into the setting, transitions from room to room and (see policy) and pre-school staff are involved with the local school transition cluster meetings to ensure smooth transitions for children going to school. We

promote the use of puppets as a vehicle for supporting transitions in all these areas. (Grandma and Grandad and Louis).

- SENCo attends termly SENCO Network Meetings and feeds back key issues/advice to all staff.
- Professional 'talking the job' by manager and staff, reflecting on practice, will happen regularly so expectations embedded.