

16.0 Supporting children with special educational needs and disabilities

I was asking about children with special educational needs that attended nursery, one of our children said " I think he doesn't like to play with us; he likes to play on his own and he likes light up toys"

Policy statement

We provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2020).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND.
- We support and involve parents (and where possible children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with Parents/carers placing the child at the centre.
- We work in partnership with the local authority, health team and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, adjust.

Procedures

- We designate a member of staff to be the Special Educational Needs and disabilities Co-ordinator (SENDCO and Inclusion Manager) and give their name to parents. Our SENCO's are: Ann Thomas at The

Higham Hill Centre, and Uzma Qureshi at The Lloyd Park Centre. Our Inclusion Manager is: Allison Walker.

- The SENCO/Inclusion Manager works closely with the manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs and disabilities Policy and for co-ordinating provision for children with SEND.
- By providing a clear collaborative working approach, we ensure that any child identified with SEND is the responsibility of ALL staff members in the setting, giving the child the support, they need to achieve and develop.
- We provide a broad, balanced and differentiated curriculum for all children.
- We conduct a two-year-old progress check for every child aged between two and three years old. If delay is identified, support will be put in place. Parents are always involved as partners in this assessment. This is reviewed on a termly basis following the graduated approach system (Assess, plan, do, review).
- We observe every child entering our nursery using the EYFS Developmental Journal (Blue targets) these targets should identify any delays or emerging needs. We work quickly to put support in place.
- We use the graduated approach system and the small steps approach (assess, plan, do and review) is applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special educational needs including all decision-making processes. We use a personal approach to ensure that parents/carers are comfortable to discuss progress or issues with staff and know who their point of contact is.
- We will work in partnership with the LBWF should specialist equipment be needed, either accessing funding or LBWF supplying equipment.

- We put support in place for children accessing our setting using the notional funding, using the Ordinary Alternative Provision (OAP) guidance.
- We will access additional funding (via EYPP, DAF, SENIF and EHCP assessment requests) to support some children with SEND.
- We access a range of resources and sessions regarding training on children's differing needs. We ensure that staff keep knowledge of relevant legislation is kept up to date.
- We employ SEND support staff to work closely with keyworkers to support children with SEND.
- Where appropriate, we consider children's views and wishes in decisions being made about them, relevant to their level of understanding. These are reflected in their 1-page profiles/support plans.
- We provide parents with information on local sources of support and advice (e.g. Local Offer, Information Advice and Support Service, referrals to Specialist Children's Services, SLT Drop in's, Educational Psychology Consultation services, Pathways to access support or childcare provision). Our Children Centre Practitioners are all qualified experienced early years professionals who can give support and advice.
- We have systems in place for referring children for further assessment (e.g. Early Help Assessment and EHCP).
- We work in cooperative and productive partnership with LBWF and outside agencies to ensure there is a multi- professional approach to meeting the needs and improve outcomes of children with SEND.
- We work closely with children, parents, staff and schools with the transition process.
- We provide resources (human and financial) to implement our Supporting Children with SEND Policy.

- We provide all parents with information of staff roles and responsibilities within the organisation.
- We ensure that all our staff are aware of our Supporting Children with SEND Policy and the procedures for identifying, assessing and making provision for children with SEND.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of our special education provision via our website and our social media pages.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources (e.g. action plan reviews, staff and management meetings, parental and external agencies' views, inspections and complaints). This information is collated, evaluated, and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2023)
- Working Together to Safeguard Children (DfE 2024)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2020) Updated guidelines for supporting children and young people with SEND.
- SEND and Alternative Provision Improvement Plan (DfE 2023): Outlines recent changes and planned improvements to the SEND system.

Other useful Pre-school Learning Alliance publications

Guide to the Equality Act and Good Practice (2015)

SEND Code of Practice for the Early Years (2014)

Policy Name	Supporting Children with SEN
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This policy was developed by	Pre School Learning Alliance
These people were consulted/involved in developing the policy	SEND team and SLT Preschool Learning Alliance Governance Group
This Policy was adopted by	Trustee Board
Date	May 25
Signed	Bisi Oyekanmi
Name	Bisi Oyekanmi
Role	Chair
Next Review Date	May 2026