

Special Educational Needs Policy

Springboard Nursery recognises that children and their families within the community have a wide range of needs and we will endeavour to play a part in meeting those needs. The nursery is committed to inclusion. We understand the importance of children with special educational needs having access to mainstream settings and, whilst we have some physical constraint with our buildings, we will do our utmost to overcome these, if at all possible, to allow access to all children. The best interests of the child will always be paramount.

In order to achieve this we will:

- Have regard to the DfES Code of Practice in the identification and assessment of special educational needs.
- Work within the Special Educational Needs (SEN) code of practice- available to read: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Appoint a special educational needs coordinator (SENDCO) to co-ordinate provision throughout the nursery.
- Work in partnership with paren/carers.
- Recognise the importance of early intervention in identifying and meeting the individual needs of children.
- Ensure that all children have access to a broad range of activities and experiences, irrespective of their special educational need.
- Explore all opportunities to provide additional resources to match the individual needs of children.
- Develop areas of knowledge and specialism within the staff team and setting.
- Provide appropriate opportunities for the development of every child's self esteem and encourage full integration into the setting.
- Support parent/ carers in obtaining help and advice from outside agencies, such as health visitors, psychologists, paediatrician's, etc.
- Regularly consult parent/ carers and appropriate professionals regarding the child's progress and the way forward. This will ensure a planned, co-ordinated approach for provision of the child's individual needs.
- Observe children, in conjunction with parent/ carers, to assess the effectiveness of the provision made for the child and act accordingly.
- Make available appropriate training and offer it to all staff.
- Encourage staff to establish relationships with other local early years settings to share expertise and training.
- Evaluate the success of this policy by monitoring the progress of children with special educational needs.
- If parent/ carers are at all dissatisfied with the provision for their child they should contact the nursery manager/ SENDCO in the first instance if they remain unhappy following this they should follow the nursery complaints procedure.

The Role Of The Special Needs Co-ordinator Is:

- To take responsibility for the day to day operation of the special educational needs policy.
- To liaise with nursery staff and primary carers to ascertain which children are giving cause for concern.
- To take the lead in observation and assessment of identified children, considering their strengths, weaknesses and consequent needs.
- To take the lead in planning future support for children with SEN, in discussion with the child's parent/ carers and key person.

- To take the lead in implementing and reviewing Educational Health Care Plan (EHCP) of special educational needs.
- To liaise with parent/ carers and other professionals in respect of children with special educational needs.
- To implement a Common Assessment Framework (CAF), if appropriate.
- To take responsibility of the transfer of SEN records to the child's next setting.
- To offer support and advice to nursery staff, key person and parent/ carers. This will include attendance at meetings between staff and parent/ carers. Attendance at meetings between staff and outside agencies. Provision of written individual education plans known as Personal Play Plans (PPP or Support Plans) containing targets for the child, review date and strategies to be used. Taking the lead in monitoring and reviewing the action taken.
- To maintain an up to date monitoring of concerns register.
- To ensure that relevant background information about individual children with special educational needs is collected, recorded and updated.
- To keep up to date with changes in legislation and methodology regarding special educational needs and to attend such trainings as may be required.
- To provide training, both internal and external, for nursery staff.
- To perform any other duties in connection with children with SEN as may be deemed necessary by the management.

Procedure

- When a child with SEN attends the nursery, the SENDCO will work closely with child's parent/ carers, other professionals and other settings, if applicable, to ensure smooth transition and admission in line with our transition, continuity and inter-agency working policy.
- Staff members will perform regular observations and on-going assessments of all children, in order to identify and support their individual needs as early as possible.
- If a parent/ carers or member of staff is concerned about a child's progress the nursery staff will work with the parent/ carers to try to address these concerns. If necessary, information regarding this concern will be passed to the SENDCO.
- The SENDCO will speak to the child's key person, observe the child in the nursery, if appropriate, or review the key persons observations of the child, assess the child's needs and offer advice to staff members and parent/ carers.
- Once the child has been identified as having SEN and following consultation with the parent/ carers, if it is deemed necessary, if appropriate a PPP/ support plan may be drawn up by the nursery SENDCO and the child's key person, in consultation with the child's parent/ carers and other professionals where appropriate.
- The SENDCO, the child's key person and the child's parent/ carers will regularly review the PPP/ support plan and determine whether it continues to meet the child's needs (reviews need not be formal meetings). The child's PPP or support plan may be revised in the light of reviews held.
- If the child still fails to make progress, a statutory multi-disciplinary assessment may be required. The Local Education Authority (LEA) will determine the child's need for a statutory assessment. This assessment will enable the correct choice of school to be made and determine the type of level of support that the child requires.
- If necessary, a CAF will be implemented in response to the child's individual needs.

Springboard Nursery, Policies and Procedures

- Springboard Nursery works in close partnership with the settings Local Authority (LA).
- For support to be sought parent/ carers **MUST** give written consent – forms will be provided from the SEN team at Springboard.

This policy was implemented by Springboard Management Team: please note all policies and procedures will be reviewed on a yearly basis, unless there is a need to implement changes prior. Please note any updates and changes will be forwarded by email.

Date: 01.09.2023