

Jitterbugs Childcare
Special Educational Needs (SEN) and Disabilities Policy and
Procedures

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2023)
- Statutory Framework for the EYFS (2021)

Special Educational Needs and Disability (SEND) code of practice

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.

At **Jitterbugs** 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 which calls for special educational provision to be made for him or her.

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...*

Statement of intent

At Jitterbugs 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 each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and 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 as a consequence of their needs.

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific 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.

We undertake a Progress Check of all children at age two in accordance with the Code of Practice (2015) and statutory framework for the EYFS to support early identification of needs.

We will also undertake an assessment at the end of the Early Years Foundation Stage for any children that remain with us in the final term of the year in which they turn five, as per the statutory framework for the EYFS.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority and other professionals
- Observing each child's development and assessing such observations regularly to monitor progress

All children will be given a full settling in period when joining Jitterbugs according to their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice (2015) on the identification and assessment of any needs not being met by the universal service provided by the nursery
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners 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 and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace, e.g. 'more able' are also supported (see the more able and talented children policy)
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services where required
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices

- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

Our Jitterbugs Special Education Needs and Disabilities Co-ordinators (SENCO) are **Charlotte Kay** and **Katie Turrell**.

The role of the SENCO is to take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO should also ensure that appropriate records are kept including a record of children's SEN support and those with Education, Health and Care plans. The practitioner usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action (code of practice 2015).

The SENCO will ensure parents are closely involved throughout and that their insights inform action taken by the setting. They will liaise with professionals or agencies beyond the setting.

They work closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs practice and policy of the nursery, always making sure plans and records are shared with parents. The SENCO will ensure that the graduated response is being implemented consistently and effectively.

Methods

We will:

- Designate a named member of staff to be Special Educational Needs and Disability Co-ordinator (SENCO) and share their name and role with all staff and parents
- Have high aspirations for all children and support them to achieve their full potential
- Develop respectful partnerships with parents and families
- Signpost parents and families to our Local Offer in order to access local support and services

- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January 2015 and statutory framework for the EYFS 2021.
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with special educational needs and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities
- Work closely with parents to create and maintain a positive partnership which supports their child(ren)
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child where possible
- Provide parents with information on sources of independent advice and support
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Use the graduated approach system to assess, plan, do, and review to ensure the identifying, assessing and responding to children's special educational needs and disabilities
- Provide a broad, balanced, aspirational early learning environment for all children with special educational needs and/or disabilities and differentiated activities to meet all individual needs and abilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Learning Provision Plans (ILPPs) for children with special educational needs and/or disabilities and discuss these with parents

- Review children's progress, support plans and ILPP's regularly [*Half termly*] and hold review meetings with parents at this time. Work with parents and agree on further support plans
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated approach, taking into account their levels of ability
- Use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and/or disabilities
- Provide resources (human and financial) to implement our SEND policy
- Ensure the privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Use the local authorities Assessment Framework
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. ILPP reviews, Educational, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy and procedures annually.

Effective assessment of the need for early help

We are aware of the process for early help and adhere to the following procedure:

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Children and families may need support from a wide range of local agencies.

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

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- the assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- a teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen
- if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

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 2023

Special Educational Needs and Disability code of practice

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.

Jitterbugs Will adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. The nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Assess

In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. An initial Provision Menu Plan (PMP) will be put into place to highlight early interventions to support the child's need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO 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 SENCO, in consultation with the parents, 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 into account the views of the child. This will be in the form of an Individual Learning Provision Plan (ILPP)

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where

appropriate, in reinforcing the provision or contributing to progress at home.

Do

The child's key person and staff within the room will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided. As a nursery we may also look into applications for additional funding for the child depending on eligibility.

Statutory assessment

If further support or intervention is required we may put a referral in to the local SEND Hub to access extra guidance and support for the child. If the help given through an ILPP is not sufficient to enable the child to progress satisfactorily, it may be necessary for Jitterbugs, in consultation with the parents and any external agencies already involved, to request a statutory assessment by the local authority. This may lead to the child receiving an Education, Health and Care plan (EHCP)

Education and Health Care Plan (EHCP)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC 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.
- Children under five will have their EHCP reviewed every six months

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

We will review this policy annually to ensure it continues to meet the needs of the children, parents and our nursery.

This policy was adopted on	Adopted on behalf of the nursery	Date for review
<i>February 2024</i>	<i>Katie Turrell/Katey Pratt</i>	<i>2 years</i>