All Silver Stars Day Nursery policies will be subject to any future change according to Government legislation and guidelines to maintain the safety of all children, families, staff and visitors.

3.07
Supporting Children with Special Educational Needs

Policy Statement

- We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.
- We follow the Special Educational Needs and Disability (SEND) Code of Practice (DfE & DHSC, 2015; Early Years guidance updated September 2024).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We also follow National Standards for the provision of Children and Young People's advocacy Services September 2023 guidance to help support advocacy for all children especially with SEN needs.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. The **SENCO is Laura Farrell**
- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.

- We use a system of assessing, planning, implementing, monitoring, evaluating and reviewing setting support plans (SSP's) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability and their voice.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- Where a child is identified as requiring SEN Support, the setting will use its own resources to meet the child's needs through the graduated approach (assess, plan, do, review). Where appropriate, and in line with local authority guidance, the SENCO may apply for additional funding (such as Inclusion Funding / SEN Inclusion Fund) to support the child's needs. This funding is used to enhance SEN Support and may include:
- Additional staffing support
- Specialist resources or equipment
- Targeted interventions
- Training to support staff in meeting the child's needs
- Parents are informed and involved in discussions regarding funding applications and how any additional funding will be used to support their child. The impact of funded support is monitored and reviewed as part of the SEN Support cycle.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

In house referrals guide:

- Children are monitored closely regardless of if an adult has elements of concerns regarding the child's development. If it is highlighted through the staff's competency that a child may need some extra support that child is monitored even more closely. Observations and videos upon Tapestry are paramount to help provide a holistic view for the SENCO.
- If after a period of monitoring the practitioner still feels that the child would benefit from some additional support an in-house referral form is completed. This is to help provide the SENCO with as much evidence in order to help decide if that child would benefit from additional support.
- The SENCO will then spend time with the child observing them and gathering evidence.
- If the SENCO has concerns a meeting will be booked for the SENCO and parents to attend. Within this meeting discussion will be had regarding the child and their needs/development. Consent will be attained in case other professionals need involvement. E.g. speech and language therapist, physiotherapist or Health visitor.
- Additional support may be applied for in order to support the SENCO from the Early Intervention Office. (EIO- Kim Reed or Charlotte Maddalena.) The EIO may advise some specific support that would be beneficial for the child.

- The child in question would be placed upon a SEN plan in order to help support them further. The plan will help monitor their development closely whilst working towards specific targets. Children will be on plans for different needs for example possibly only speech and language. Some children could be on a plan for multiple needs. The practitioners within the setting will then work closely to help support the child to achieve their targets.
- Every cycle parents will be called for a meeting in order to discuss development and changes. Upon this meeting a new plan will be created.
- If a child has reached all targets and there are no longer concerns regarding their development the child can be removed off a SEN plan. If booth setting and parents agree.
- In order to help fully support the child to meet their full potential additional funding can be applied for. This is the responsibility of the SENCO to apply for. Depending on if funding is granted a discussion should be had with parental involvement in how it is best to spend the funding best in order to support the child further.

SENCO Role:

- It is the SENCO's responsibility to create SEN plans for all SEN children however, it is responsibility of all staff at the setting to follow these plans and help the children to achieve their targets.
- The SENCO may involve the child's key person in discussions especially when updating the SEN plans.
- It is the SENCO's responsibility to create different resources that may support the children and their needs. For example, visual aids.
- It is the responsibility of all staff to implement the resources created to fully support the child.
- SENCO will inform all parties involved of any changes and updates.

Further guidance

- SEND Code of Practice for the Early Years (September 2024)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010) **non-statutory**
- Early Years Foundation Stage Statutory Framework (2024)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009) **non-statutory**
- Working Together to Safeguard Children (DfE 2024)
- Special Educational Needs and Disability Code of Practice (DfE & DHSC, 2015).
- Keeping Children Safe in Education (DfE 2024)
- National Standards for the provision of Children and Young People's advocacy Services September 2023.

This policy was adopted by	Silver Stars Day Nursery
Date	January 2024
Review Date	January 2025
Name of signatory	Jenifer Capper
Role of signatory	Proprietor

Signed: Date:	 December 2024