



Hardmoor Nursery & Early Years Centre SEND Policy

Policy Statement and Guidelines
September 2024

Mission Statement:

To provide a happy, secure and stimulating environment in which everyone is included, respected and valued, so that they may grow in self-esteem and develop to their full potential.

Special Educational Needs and Disability (SEND) Policy

The School Context

The Site

The Centre is a ground floor site and is accessible to wheelchair users. There are toilets suitable for the disabled in the Rabbits/Hedgehogs rooms (Under 3s) entrance and facilities for nappy changing accessible from all bases.

SEND provision

The Centre makes provision for children who are identified as having SEND after starting at the setting as well as those who come with referrals from the Health Service or other agencies. The Centre makes provision following the statutory guidance in the *Special Educational Needs and Disability code of practice: 0-5 years (2014)*.

Aims and Values

The Centre is committed to inclusion for all children.

We believe that, unless their needs can be better met in a specialised environment which is available to them, all children have the right to be educated and to develop their full potential alongside each other.

Educational Provision

Sessional nursery provides for children with a range of educational needs and disabilities including:

- Autistic spectrum disorders
- General delayed development
- Language delays and disorders
- Medical conditions and syndromes
- Sensory impairments
- Personal and social (including behavioural) difficulties

The emphasis on planning inclusive activities gives all children the chance to play, develop and learn on a basis of equality.

Action is taken to enable children with SEND to gain full access to the Early Years Foundation Stage curriculum, with support where necessary. The support required differs for individuals and may involve extra resources and/or extra adult time.

For children on the SEND Register with EAL, advice and support may be sought from home language speakers.

Objectives in making provision for pupils with SEND

- To ensure that all staff promote high expectations for progress and achievement (improving outcomes) for children with SEND
- To ensure that all children are treated as equals and are enabled to take part in the full nursery provision routine, bearing in mind their diverse needs.
- To consistently provide high quality learning experiences, tailored to the individual needs of children with SEND so that they can develop confidence and make optimum progress in all areas of development of the EYFS.

- To become informed about children with known SEND and identify as early as possible any additional needs of children who come to the Centre without identified SEND
- To assess each child's specific needs and adapt our facilities, staffing and provision as appropriate.
- To work in close partnership with parents/carers.
- To liaise with other agencies, including the Health Authority and LA, and seek advice, support and training.
- To promote positive images of those with special needs and disabilities.
- To plan and support a smooth transition to another setting or school and, in liaison with the parents, decide on the information that can and should be shared.

Evaluating provision for pupils with SEN

The provision for children with SEND is evaluated by the SENCO, where necessary in liaison with the Daycare SENCO, through monitoring of progress made on individual targets and in all areas of development of the EYFS.

Where possible, staff are encouraged to attend local liaison groups and training opportunities, to keep up to date with recent developments in provision and administration for pupils with SEND. This enables evaluation of current provision within the Centre in comparison with other settings.

The Governing body evaluates the success of the SEND provision through monitoring the provision and outcomes for SEND children.

What we do to ensure that our policy is carried out

Early Identification.

The Centre:

- Employs a special educational needs and disability assistant (SENCO)
- Keeps a register of all children with SEND and ensures that staff working with them are aware of their needs and abilities.
- Develops and maintains a core team of staff who are aware of the SEND Code of Practice and are experienced in the identification, intervention and care of children with SEND.
- Identifies children who may have SEND, through monitoring attainment and progress in all areas of development in reference to age appropriate norms.
- Continues to monitor the progress of children with possible SEND and assess whether additional provision should be made for their needs to be met.
- Consults with all other involved agencies.

Intervention

- Parents are consulted by the SENCO prior to their child's name being entered in the SEND register and ongoing liaison with parents is sought in order to share information.
- The Centre ensures that adequate resources, including extra adult time as appropriate, are made available for children with identified SEND so that they can make optimum progress in all areas of development.
- Children access the nursery curriculum based on the Early Years Foundation Stage at a developmentally appropriate level. Working within the curriculum, individual targets are set to enable small steps of achievement which further each child's development according to their individual needs.
- All staff working in a Base are made familiar with each child's individual targets and will optimise opportunities to work on targets during the child's play.

- External agency support and advice is sought and, where possible, implemented.
- If support is needed which requires additional funding then transition funding or EYSS funding is requested from the Local Authority 0-25 Service.
- Termly review meetings with parents and other involved agencies are arranged for children who receive extra funding for providing support for SEND. Children with SEND who are not additionally funded have parent meetings as for all Centre children. The SENCO may attend these meeting if appropriate.

Request for Education, Health and Care Plan (EHCP)

If a child's needs are likely to be ongoing and require extra support for the foreseeable future then an EHCP request is submitted to Southampton 0-25 Service with relevant supporting assessment documents. If the 0-25 Service decide to go ahead with the assessment then this may lead to an EHCP.

EHCP

Children who have an EHCP have their needs reviewed termly to ensure that all aspects of the plan are in place. They will also require a formal annual review as stated in the SEND Code of Practice.

Emotional and Behavioural Difficulties

- Children with emotional and behavioural difficulties are entered in the school register for SEND and, if necessary, in consultation with parents, a behaviour plan is created and shared with relevant staff.

Support Services

- Full use is made of support services, and advice from outside agencies is sought at the earliest opportunity, in full consultation with parents.
- Speech and Language Therapists assess and work with children within the Centre or at local clinics and provide programmes of work for the staff to implement. Children with language delay or communication disorders have regular focused sessions with an SEN practitioner working on speech and language targets.
- Other professionals including Educational Psychologists, Physiotherapists, Portage workers, Occupational Therapists, Children's Services, Southampton Information and Advice Service (SIAS), CAMHS, and specialist teachers for visual, auditory or physical impairment are consulted or invited in to work with a child as appropriate.

Transition to school

- Staff from the child's next school are invited to observe the child in nursery and to attend the final termly review meeting in order to aid a smoother transition.
- Where possible staff take part in transition visit(s) to the child's next school.
- A social story is created for each child who will benefit from visual information, to ease transition to the next school.
- Detailed records are kept for all children on the school SEND Register and, with parental permission, are passed on to the receiving school.
- When a special school is to be considered parents are recommended to visit schools..

Responsibilities

- The school SENCO assistant and had of centre have responsibility for the day to day management of the SEND Policy.

- The Governing Body is responsible for ensuring provision is made for pupils with SEND.
- The SEND EY Practitioners have the responsibility for the day to day operation of the SEND Policy.
- SEND Early Years Practitioners are employed to work with the children under the direction of the class teacher and SENCO assistant.
- The Head of Centre and SENCO, in consultation with the Governing body, arrange appropriate levels of staffing and staff training to ensure that the needs of pupils with SEND are met.

Complaints Procedure

In the event of dissatisfaction with the SEND provision, parents must follow the Centre's Complaints policy. They may first approach the class teacher or Base Leader, then SENCO and then the Head of Centre. If a parent is still not satisfied then the Headteacher and then Governors may be approached by a letter to the Clerk of the Governing body.

The final point of contact would be:

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