

Special educational needs (SEN) and / or disability policy

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 (2018)
- EYFS

The Lime Trees CIC provide an environment in which all children regardless of ability or disability are fully supported to reach their full potential. We are fully committed to ensure that all children are able to access our services, made to feel welcome, and that our activities promote not only their welfare but also their learning and development. All children have the right to play, learn and to be able to develop to their full potential. Whenever possible, children who have special educational needs and/or disabilities will have access to the same facilities, activities and play opportunities as their peers.

Aims

- We have regard to the Special Education Needs Code of Practice 2015, The Equality Act 2010 and the Children's Act
- We include all children in our provision.
- Where possible we provide practitioners to help support parents and children with special education needs (SEN) and / or disability.
- We identify the specific needs of children with SEN and/ or disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies to meet individual children's needs.
- We monitor and review our practice and provision and if necessary, make adjustments.

Methods

- We designate a member of staff to be a special educational needs co-ordinator (SENCO) in each setting and give his / her name to parents. This person will have training to help them to fulfill their role.
- The SENCO for each setting receives support and supervision from the Senior Leadership team of The Lime Trees to ensure they are supported in their role and understand their responsibilities.
- We provide in house training for all practitioners working in our settings to ensure they understand how to support and care for children who have SEN and / or disabilities.
- We ensure that the provision for children who have SEN and / or disabilities is the responsibility of all staff members in the setting.



- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible, suitable for children who have disabilities.
- 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 who have SEN and / or disabilities, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide an ambitious and challenging curriculum for children with SEN/ This is intended to meet children's individual needs and abilities and to ensure that they achieve the best possible outcomes.
- We use a system for keeping records of the assessment, planning, provision and review for children who have SEN and / or disabilities (see appendix).
- We provide resources (human and financial) to implement our SEN and / or disability policy.
- We ensure the privacy of children who have SEN and / or disabilities when intimate care is being provided.
- We monitor and review our policy at least annually.

The role of the SENCO In our setting includes:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with professionals or agencies beyond the setting.
- Taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

We will:

- Designate a named member of staff to be the SENCO and share their name with parents.
- Have high aspirations for all children and support them to achieve to their full potential.
- Develop respectful partnerships with parents and families.
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and where possible include the thoughts and feelings voiced by the child.
- 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.



- 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 SEN and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions.
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity.
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities.
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities.
- 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. (See our transitions policy).
- Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND.
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability.
- Review children's progress and support plans and work with parents to agree on further support plans.
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided.
- 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. additional support reviews, Education and Healthcare (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.

The graduated response

The Lime Trees adopts a graduated response with regards to identifying, monitoring and supporting children who have SEN and / or disabilities, or children who we think may have SEN and / or disabilities. The graduated response is based on a cycle of actions that can be revisited with increasing detail, frequency and parental involvement. Throughout the graduated approach, the practitioner, usually the child's key person, remains responsible for working with the child on a daily basis and implements agreed interventions. The SENCO supports individual practitioners and leads and co-ordinates the graduated approach across the setting.

October 2019

The graduated approach follows the following cycle:

- Assess
- Plan
- Do
- Review



Throughout this cycle of support the following principles apply;

- The cycle is led by the key person, supported by the setting SENCO
- Parents' views and opinions are valued and respected. We aim to keep parents informed throughout the cycle.
- The child's voice is valued and recognized throughout.
- The cycle can be revisited as many times as necessary in order to identify the best way of securing the best possible outcome for each child.

Assess

An initial discussion will be held with the child's Key Person, the setting SENCO and parents. This discussion will build on, and may be held at the same time as, the discussion with parents about their child's possible SEN and the decision to make special educational provision for them.

Special educational needs are thought of in 4 broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health

- Sensory and/or physical needs

These broad areas of need are not definitive; the SEND Code of practice recognises that individual children often have needs that cut across all of these areas and that children's needs may change over time. The SEND code of practice is clear that the purpose of identification is to work out what action is needed, not to fit a child into a category.

The child's key person and the setting SENCO will use a range of assessment information at this point in the cycle and as part of this initial discussion. This could include, but is not limited to the following;

- All about me assessment
- Home visit information or any other parent information
- Initial baseline assessment
- Ongoing summative assessments including focus child assessments
- Any individual observations completed by staff
- The statutory progress summary for all 2 year olds
- An assessment using a specialist 'smaller steps' framework
- Early Identification Tool Kit from the Local Authority

Plan

The child's key person and the setting SENCO will work together with parents to write a Targeted Learning Plan for the child based on the discussions held as part of the above assessment process.

Plans will document;

- Take into account the voice of the child and the parents
- Document what the child can do
- State what the child would like to do next
- Be specific with what support and / or interventions will be put into place to support and help the child achieve these next steps both in the setting and at home.
- Identify any specific practical support needed from staff
- Identify and address any related staff development needs
- Note any other support or agencies already in place
- Include space to review the plan with parents

Do

The keyworker of the child is responsible for working with the child on a daily basis implementing any specific plans agreed on the TLP. They will be supported by the SENCO in this role.

As part of this part of the process practitioners and SENCOs will review and ensure the following best practice is being offered;

October 2019

- Intervention groups and / or social interaction groups
- Adjusting language to support children's needs
- Wherever possible using visual aids and cues such as signing, signs and symbols, objects of reference or Makaton
- Giving children time to process information and respond
- Differentiation of any activities to support the child

The practitioner will ensure that as the child's key person they;

- Have a good knowledge of child development so that the graduated response can be followed as well as possible
- Encourage the child to be included in all aspects of the day
- To champion the child and to be an advocate for their support
- To plan for any reasonable adjustments needed so that children can access the learning environment

Review

On an agreed date, the practitioner, SENCO and the child's parents (taking into account the child's views) should:

- Review the effectiveness of the support being offered as detailed on the child's Targeted Learning Plan (TLP)
- Review the impact of the support on the child's progress using any updated assessments or focus child summaries and / or any input from parents about the child's progress at home
- Evaluate the impact and quality of support and suggest changes or adaptations to the Individual Learning Plan.
- Consider if the Targeted Learning Plan (TLP) is sufficient in meeting children's needs and helping them to achieve the best possible outcomes.

Requesting an EHC needs assessment (Education Health Care Needs Assessment)

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, The Lime Trees will consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists will be taken with the child's parents.

Where, despite us having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child has not made expected progress, The Lime



Trees will bring the child to the attention of the local authority, if they think an EHC needs assessment might be necessary.

This will be done with the knowledge and, where possible, agreement of the child's parent. During the course of an EHC needs assessment, the local authority has a duty to gather advice from relevant professionals about the young person's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet the identified needs and achieve desired outcomes.

Following an assessment, the local authority must decide whether to make special educational provision in accordance with an EHC plan. For children within one to two years of starting compulsory education who are likely to need an EHC plan in primary school, it will often be appropriate to prepare an EHC plan during this period so the EHC plan is in place to support the transition to primary school.

Additional funding which may be available to support your child

The Early Years Pupil Premium (EYPP)

This is an additional sum of money paid to childcare providers for children of families in receipt of certain benefits including:

- a. Income Support/income-based Jobseeker's Allowance/income-related Employment and Support Allowance
- b. Working/Child tax-credits and you have an annual income of under £16,190 before tax
- c. Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- d. Universal Credit- if you and your partner are on a low income from work (this usually means a combined income of less than £7,400 a year after tax)
- e. The guaranteed element of State Pension Credit
- f. Support under part VI of the Immigration and Asylum Act 1999
- g. Child is 'looked after' by a local authority in England or Wales, or
- h. Child has left care in England or Wales through an adoption, a special guardianship order or a child arrangement order

Disability Access Fund:

3 and 4 year old children who are in receipt of child Disability Living Allowance and are receiving Funded Entitlement are eligible for the Disability Access Fund (DAF). DAF is paid to the child's early years setting as a fixed annual rate of £615 per eligible child.

Special Educational Needs:

If your child has special educational needs (SEN), contact your provider who may be able to access some additional funding to support your child in their Early Years setting.

Financial support for your childcare costs:



For further information about 15 hours or 30 hours free childcare, Tax Free Childcare, Tax Credits, Universal Credit for Childcare, Childcare Vouchers and Support while you study, go to: <https://www.childcarechoices.gov.uk/>

Deprivation funding:

To support providers to engage in multi-agency meetings and ensure they make effective interventions to improve outcomes of eligible children. The funding is an annual payment of £406, paid over 3 terms.

Eligibility criteria:

3 and 4 year olds known to Children's Social Care (CSC), i.e. Child in Need (CIN) or Child on a Protection Plan (CPP). Please note: schools receive this funding for part time children only and not for 4 year olds who are full time in reception.

Inclusion funding

Inclusion funding:

Additional funding may be able to support your child if they meet the criteria for inclusion funding. The setting SENCO will be able to discuss this in more detail with you.

The named SENCO for this setting is _____

Area SENCO Contacts (Early Years Specialist Teacher) for the Local Authority are listed below;

District	Name	Email	Telephone
Ashfield	Lyndis Stolc	Lyndis.stolc@nottscc.gov.uk	07920751131
Bassetlaw	Jane Gawthorpe	Jane.gawthorpe@nottscc.gov.uk	07944468985
	Sally Henderson	Sally.henderson@nottscc.gov.uk	07951122227
Broxtowe	Helen Akehurst	Helen.akehurst@nottscc.gov.uk	07971373476
	Claire Saville	Claire.saville@nottscc.gov.uk	07944465909
Gedling	Julie Sutherland	Julie.sutherland@nottscc.gov.uk	07944465657
Mansfield	Vanessa Crane	Vanessa.crane@nottscc.gov.uk	07944465715
Newark & Sherwood	Sally Henderson	Sally.henderson@nottscc.gov.uk	07951122227
	Jane Gawthorpe	Jane.gawthorpe@nottscc.gov.uk	07944468985
Rushcliffe	Helen Akehurst	Helen.akehurst@nottscc.gov.uk	07971373476
	Nicky Palmer	Nicky.palmer@nottscc.gov.uk	07944465252

This policy was adopted on	Signed on behalf of the nursery	Date for review
1 st November 2019		