



NORTH STAR NURSERY AND HOLIDAY CLUB
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

At North Star Nursery we aim to have regard to the SEND Code of Practice 0-25 years 2014, the identification of and assessment of special educational needs and disabilities, and also to other guidelines supplied to both private and voluntary providers of Foundation Stage Education.

1. What are Special Educational Needs?

The SEND Code of Practice 2014 provides the following definitions:

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:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) 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 in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph a) or b) above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Furthermore, if exceptional abilities are demonstrated which require additional support for their best interests, challenges can be planned for the individual.

A child must **not** be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught. We support and encourage multilingual development.

2. Aims and Objectives

The SEND Code of Practice 2014 states that all children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

North Star Nursery aims to provide high quality childcare and education for children aged between three months and five years, in a suitable and safe environment. We maintain these aims through our policies and procedures and through the continued training of staff. In addition, we operate a Holiday Club during school holidays to care for children in primary school up to the age of 11 years who may also need continued support.

Via our inclusion policies and practices we support children's medical needs and carry out recommended programmes from other agencies within time limitations and in consultation with parents and the SENDCO.

We aim to:

- promote an equal and inclusive environment where all children are encouraged to reach their true potential and build a firm basis for lifelong learning. We set aspirational Next Steps to support individual progress and positive outcomes.
- provide a broad and balanced curriculum that is accessible to all children and recognises individual need.
- work in partnership with parents and other professionals to monitor individual progress and plan for future targets using the Graduated Approach of action, assess, plan and review.
- keep up to date with current initiatives and attend in service training on special educational needs and disabilities whenever possible. (SENDCO to attend at least three days training as necessary in addition to forums and network meetings.)
- build on our beliefs of nursery in partnership with parents to help the child build confidence, develop social skills & relationships. Furthermore, we endeavour to access support for the child and family where needed and signpost to health visitors and support groups.
- help children to recognise acceptable boundaries of behaviour (see Positive Behaviour Management Policy). Through Personal Social and Emotional Development, we aim to assist children in understanding the fundamental British values of respect, tolerance and understanding rules of the setting and beyond.
- facilitate access to the nursery for the LEA to make assessment in partnership with the parent for the child where the child and family feel comfortable.
- make referrals to relevant professionals (such as speech and language therapists, educational psychologists, school nurse) in partnership with parents, to support their child's personal development.
- ensure practitioners are released to attend Early Help Support meetings and to meet with professionals for feedback and advice when they visit a child within the nursery or holiday club.

As a setting we look to the wider spectrum of special educational needs and consideration is also given to ensuring those children who are more able are set additional challenges. This is also considered to be a special need. These additional challenges will aim to ensure progress and positive outcomes are meeting individual needs and aspirations.

3. SENDCO

See Nursery Representative on photo board.

The Special Educational Needs and Disability Co-ordinator will monitor the needs and progress of all children with SEND with support from the child's key worker and the child's parents. All staff will be alert to emerging difficulties and will know how to respond early in consultation with the SENDCO. We recognise that parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by the child themselves.

The role of the SENDCO will be to:

- be familiar with the SEND Code of Practice 0-25 years 2014.
- work in close partnership with parents and practitioners to identify and monitor plans for individual learning for those with special needs.
- attend regular training courses and be aware of the training needs of other adults (including parents where appropriate) working within our setting.
- liaise with and work alongside outside agencies and key professionals as necessary.
- ensure that up to date records of children with SEND are made and that these are monitored regularly.
- ensure that records are made accessible to parents, key practitioners and professionals working with the child.
- support the transition for children with SEND as they move into a new room/school.
- ensure that children with SEND engage in the activities of the nursery alongside children who do not have SEND.

4. Assessments

Assessments are made utilising:

- parent assessment material – home triumphs and Wows
- key person records, gap sheets, development charts etc.
- SENDCO records (including “My Plans”)
- 2 year old progress checks
- star charts
- speech and language monitoring (including BRISC)
- Early Years Tracking Tool
- Individual Play Plans / My Plans
- Early Help Records
- Early Help Care Plans

Children under five who have special educational needs and disabilities, and their parents, can obtain advice and support from the LEA, Children’s Services, Child Health Services and voluntary organisations e.g. SENDIASS (formerly known as Parent Partnership Service) and SAM (Swindon Advocacy Movement).

5. Record Keeping, Identification and Assessment of SEND

1. Pages are recorded for all children on a daily basis and sent home at the end of the session/day. These can be specific to the information parents wish to receive and can link to a particular area of development.
2. Developmental records are kept on all children linked to the EYFS and phase of development.
4. The key person keeps the Individual Play Plans / My Plans for personalising provision.
5. The SENDCO holds details of those children who nursery staff are monitoring or raising concerns about.
6. The Manager will report to the Management Committee in consultation with the SENDCO and will attend relevant meetings and training to cascade to all staff.
7. Two year old progress checks are made in consultation with parents, the child’s key person and the SENDCO. This supports the early identification of the requirement for additional support and intervention from outside agencies. Health Visitors are informed of the outcome of these checks and, through integrated working, are invited to attend progress checks.

6. Liaison with Outside Agencies

It is our policy to adopt and foster good relationships with outside organisations.

We do this by:

- maintaining close contacts with Ofsted Early Years Team and by our regular inspections
- being a member of PsLA - Pre-school Learning Alliance
- making contacts with co-ordinator of Koalas - Swindon opportunity playgroup, Hop, Skip and Jump- respite care and portage service, Special Tots
- links to LEA and Early Years Consultant to seek information.
- SENDIASS (formerly known as Parent Partnership Service) 01793 466515 parentpartnership@swindon.gov.uk
- professionals as identified, e.g. Teacher of the Deaf, Educational Psychologist, Speech and Language Therapist

A complete list of services and contact details are held in the SENDCO file and in the Child Protection Information File.

7. Training

All practitioners will be given opportunity for special needs training. Priority is given to the SENDCO to go on courses via PsLA, LEA Foundation Stage and college. The SENDCO also provides cascade training to practitioners and parents.

8. Parental Partnership

We recognise that parents are the prime educators of their children and parents early observations of their child are crucial. We are therefore keen to establish strong links to ensure successful transition and continued working in partnership. Parents will be invited to share information and discuss their child's progress regularly, both formally and informally. We will aim to work in harmony and to keep parents informed/consulted throughout. In this way we aim to promote continuity of care and support between the child, their key person, the SENDCO, parents and room staff. Support and advice will be offered when necessary.

9. The Local Offer

North Star Nursery co-operates with the local authority to fulfil their duty to publish the Local Offer by way of a link from www.mycaremysupport.co.uk to North Star Nursery website which provides parents with a description of special educational provision that is available at North Star Nursery.

10. English Additional Language (EAL)

Where a child is identified as having or where a concern is raised about him or her having a special educational need or disability AND where that child has English as an additional language, the Health Visitor would be consulted for their professional input, or so that someone could assess the child in their own language. We would be able to access advice, support and resources from the multicultural team who are based at Drove Primary School tel: 01793 818608.

English as an additional language will not be deemed a special educational need where a child is bi- or multi-lingual. Difficulties related solely to learning English as an additional language are not SEN.

We will also encourage non-verbal forms of communication (see Communication Policy).

11. Complaints Procedure

If a parent has any concerns about the nursery meeting their child's needs, help can be sought in the following way:

Keyperson



Nursery Manager/SENDCO/Senior Staff



Management Committee



Ofsted

See also Complaints Procedure.

12. Admission Arrangements (see also Allocation Policy)

We recognise and value the needs of all children and are therefore keen to ensure that all individuals have an equal opportunity to become an integral part of North Star Nursery life and experience inclusion. **All children** are admitted following full consultation with parents/carers and any outside agencies that may be involved. In this way we aim to consider both staffing levels and the physical environment to ensure that we are able to support the child to the best of our ability.

A risk assessment will be carried out to identify hazards. We will endeavour to provide for the needs of the child and will consider acquiring specialist toys and equipment whenever possible. This applies generally for children:

- i) who are falling behind expected levels or where their progress is giving cause for concern
- ii). whose behavioural (mental health)/emotional/social difficulties are causing concern
- iii) who are more able and need additional challenges

then: -

(iv) the same for any child. If outside agencies are already involved before admission, consultation will be made with parents, relevant outside agencies and other carers/educators.

(v) for children who have a physical disability (or a severe medical condition).each case would be discussed with the Management Committee who will assess and then make a formal decision as to whether the nursery is equipped environmentally and resourcefully to admit the child. This would include the financial implication to the business i.e. additional staffing & purchase of specialised equipment, etc. Under the Disability Discrimination Act 1995, we may need to draw up a plan of action as to how to meet the needs of the individual child for inclusion. With agreement from parents, additional funding will be sought from the local authority SENRAP Team (Special Educational Needs Resources and Assessment Panel).

(vi) for children who have a visual or hearing impairment, the 'general' admission policy applies along with support from the relevant health department and equipment loan, e.g. Koalas etc. If extra support is necessary this would be discussed at committee level and each case assessed and judged independently.

For children who appear to be making little or no progress, further expertise will be sought with the view for shared care with a Targeted Provision (specialist provider). This applies to any child who:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified weakness.
- continues working at levels significantly below those expected for children of a similar age in certain areas.
- presents persistent emotional, social and/or behavioural (mental health) difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting.
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- has communication and /or interaction difficulties, and requires specific individual interventions in order to access learning.

North Star Nursery is committed to providing a fully accessible environment – see Accessibility Plan at Appendix 1 and Accessibility Table at Appendix 2.

13. Review and Monitoring

The SENDCO and staff update this policy and the Code of Practice implementation in line with Government specifications.

We aim to informally review the success of our procedures for working with children with SEND on a regular basis. Our ideas for future developments will then be addressed in a more formal context on an annual basis unless legislation or event requires a review sooner by the SENDCO, Nursery Manager, Nursery Staff, Nursery Management Committee, Early Years Advisors and parents.

14. Further Documentation

Please ask the SENDCO to see forms that are completed to monitor the progress of a child with SEND and the checklist that follows the **Positive Behaviour Management Policy**.

REFERENCES:

- 1. The Children and Families Act 2014**
- 2. The Disability Discrimination Act 1995**
- 3. The Education Act 1996**
- 4. The Special Educational Needs and Disability Regulations 2014**
- 5. SEND Code of Practice 2014**
- 6. Accessibility Act 2010**
- 7. Equality Act 2010**

This policy links to:	Positive Behaviour Management Policy Safeguarding Children and Child Protection Policy Asthma Policy First Aid Policy Childhood Ailments Policy Equality and Diversity Policy Allergy Inclusion Policy Confidentiality Policy Communications Policy Health & Safety Policy Complaints Procedure Staff Induction Staff Training
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Policy Review History	
October 2014	v.1
October 2016	v.2
October 2017	v.3
November 2019	v.4

This policy will be reviewed in November 2019 unless a review of events, legislation or guidance from health professionals or Ofsted indicates that a review should take place sooner.

Signed **Dated**

Print **Nursery Manager**

Signed **Dated**

Print **Reviewing Committee Member**

APPENDIX 1

ACCESSIBILITY PLAN

Aim

North Star Nursery and Holiday Club is committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of Disability (Equality Act 2010)

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities .

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past who meet this definition are also protected by the Act.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Key duties under Part 4 of the DDA are:

- not to treat staff and pupils* with a disability less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled staff and pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils. Six monthly reviews will take place.

*relates to 'children' in the context of North Star Nursery

This plan sets out the proposals of North Star Nursery and Holiday Club to increase access to education for all children by:

- increasing the extent to which children with an additional need can participate in the curriculum;
- improving the environment of the nursery to increase the extent to which children and families can take advantage of education and associated services.

Definition of Disability

The Disability Discrimination Act (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

Physical or mental impairment includes sensory impairments and also hidden impairments such as:

- Dyslexia
- Autism
- Speech and language impairments
- ADHD

Vision and Values

North Star Nursery and Holiday Club aims to ensure equality of opportunity for all its children and staff and it follows that children with a disability or prospective children, are not treated less favourably than other children or prospective children, for reasons relating to their disability.

The main priorities in North Star Nursery and Holiday Club Accessibility Plan are:

- increasing the extent to which children can participate in the nursery's full curriculum in the Early Years Foundation Stage
- North Star Nursery and Holiday Club will endeavour to provide suitable access to a range of curriculum opportunities
- where necessary, support will be given by the Special Educational Needs and Disability Co-ordinator (SENDCO)
- a graduated approach through a process of ongoing staff training and development
- the continued use of sign along
- visual timetables
- offering individual targeted support, through the help of contingency funding.

APPENDIX 2

October 2016

	SHORT TERM OBJECTIVES	MEDIUM TERM OBJECTIVES	LONG TERM OBJECTIVES
Physical improvements needed to increase access to the setting for pupils, parents, staff and visitors	<ul style="list-style-type: none"> • Children’s welly boots and staff shoes limits access for wheelchair or tripping hazard for walking frames. • Pushchairs in corridor after walks and from parents limits access • Disabled toilets, limited access due to storage of laundry • Staff room , cluttered which limits space, no space around table • Large bags hanging from pegs in the corridor would unable a wheelchair user to pass 	<ul style="list-style-type: none"> • Doorbell too high for wheel chair user • Door handle same colour as rest of door, not visible to visually impaired people • Switch to open door too high • Front door is heavy to pull and push open • Handles on Explorers, Adventures, Pioneers and sleep room are high. • Bolts on fire exits up high • Step into kitchen 	<ul style="list-style-type: none"> • Garden doors, support needed to open both doors; bolts are at the top and bottom of the doors. • Nappy change stairgates limit access • A ramp to outdoor shed • Decoration of colours in the room to be considered when needed • Toilet in children’s bathroom – the panel is the wrong way round • Milk and kitchen door is too narrow for mobility access
Improvements needed to the provision of information in a range of formats for disabled pupils, parents, staff and visitors	<ul style="list-style-type: none"> • Newsletter and other information may need to be in large print/ bright colours for visually impaired • Background colour with print on 	<ul style="list-style-type: none"> • Braille for information packs and further correspondence • Visual boards 	<ul style="list-style-type: none"> • Digital recording
Improvements needed to ensure all children have equal access to the curriculum	<ul style="list-style-type: none"> • Following the SEN code of practice 2014, graduated approach. Ensuring individual children’s needs are being met • Adapt height of activities to allow inclusion • Home corners / redeploy • Limit background noise • Furniture and furnishings to improve acoustics 	<ul style="list-style-type: none"> • Adjustable tables for height change • Displays to limit echo for hearing impaired • Liaise with appropriate outside agencies to seek advice and guidance • Training for staff, differentiating the needs of children with additional needs, e.g. hearing impaired children 	<ul style="list-style-type: none"> • Garden - a pathway up to the trees allowing access to the trees for children/ staff with walking difficulties • Any specialist equipment/ physical aids needed to access curriculum will be purchased as required if not available • 1:1 support when needed

