

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY and ACCESSIBILITY PLAN

This policy should be read in conjunction with the Bilton Grange Learning Development Policy incorporating Educational Health Care Plan Policy

AIM

Little Grange Nursery is committed to supporting the inclusion of all children. We believe that all children have the right to reach their full potential and achieve the best possible outcomes, whilst recognising that some adjustments or additional support may be required. We will ensure that all children are treated fairly and are supported by a designated Special Educational Needs Co-ordinator who has the knowledge required to fulfil this role.

All of our employees will be aware of this policy and the role they play in supporting children identified as requiring additional support.

LEGISLATIVE FRAMEWORK

- Special Educational Needs and Disability Code of Practice 2015
- Working Together to Safeguard Children 2023
- Early Years Foundation Stage (EYFS) (2024)
- Children and Families Act (2014). Part 3
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations (2014)

DEFINITION OF SEND

We use the definitions set out in the law to describe SEN and Disabilities. These are outlined below:

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...*

(SEND Code of Practice 2015)

'Disability' is a 'physical or mental impairment which has a long-term and substantial adverse effect on [their] ability to carry out normal day-to-day activities' (The Equality Act 2010). This includes sensory impairments: sight, speech, hearing; developmental impairments: autism spectrum conditions, dyslexia and dyspraxia, memory, ADHD and other mental health conditions; asthma, diabetes, epilepsy or cancer. 'Special educational provision' refers to provision which is additional to, or otherwise different from the educational provision made generally for children of the same age in schools.

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

OUR APPROACH

- Recognise each child's individual needs through gathering information from parents and others involved with the child on admission and through regular observation and assessment.
- To recognise any special needs a child may have and ensure all staff are aware of the Special Educational Needs and Disability Code of Practice 2015;
- To appoint a Special Educational Needs co-ordinator (SENCO) who has the training and knowledge required to support those children with special educational needs;
- To assess each child's specific needs and adapt our facilities as appropriate;
- To liaise with other agencies, including the health and education authorities and seek advice, support and training. If it is necessary to seek advice and support from outside agencies, we will ensure that we have written authorisation from parents/carers to make available appropriate information;
- Identify any emerging concerns that might suggest a child has special educational needs and/or disabilities at the earliest opportunity and plan for those needs through a range of strategies.
- To work alongside parents, in the provision for their child's individual needs to enable us to help them to develop to their full potential;
- Ensure that children who learn at an accelerated pace e.g. 'more able' are also supported
- To ensure that all children are treated as equals and are encouraged to take part in every aspect of learning and development;
- To promote positive images of those with special needs wherever possible;
- The Nursery believes that all children have a right to experience and develop alongside their peers no matter what their individual needs are. We therefore aim to organise all our activities to help children feel included; and
- The Nursery is committed to working with any child who has a disability to enable the child to make full use of the setting's facilities. All children will be given a full settling-in period when joining the setting per their individual needs;

- Challenge inappropriate attitudes and practice

THE PROCESS

- 1) Analysis of the child's needs including where a referral to external services is needed.
- 2) Agreement about interventions and support needed and the impact and time expectations. A review date will be agreed.
- 3) Agreed plan is actioned and response by the child is recorded.
- 4) Reviews will take place to identify progress and will seek input from parents, the child, SENCo and key worker.
- 5) The support process will start at step 2 again.
- 6) The assess, plan, do and review cycle will continue, at times with greater frequency and input from external services until it is felt that sufficient progress has been made and intervention is no longer required, or that an assessment for an Education, Health and Care Plan (EHCP) is needed.

EDUCATION, HEALTH AND CARE PLAN

Where the help given through the graduated approach has not been effective in supporting the child to make satisfactory progress, we may require in consultation with parents and external agencies, an assessment of the child's needs by the local authority.

This is conducted through an Education, Health and Care (EHC) assessment. This assessment will decide if a child needs an EHC assessment plan. Where this is deemed the next step, the EHC assessment plan outlines the education, health and social care support that is to be provided to a child who has SEN or a disability.

PARENT PARTNERSHIPS

Open and honest communication with parents is a fundamental aspect of being able to support the child both with the nursery setting and in the home environment. Parents should be consulted at all stages of the graduated cycle. Equally permission must be sought from parents to seek further support from external agencies. In the event that a parent does not give their permission, practitioners will no longer be able to pursue this any further.

Where it is believed that a child's needs are being affected or their development hindered by the prevention of external support, this can be pursued through our Safeguarding Policy.

COMPLAINTS

If there are any informal questions or complaints about this policy or the practice within the setting, please talk to the setting SENCO or the Nursery Manager.

ACCESSIBILITY PLAN - LITTLE GRANGE NURSERY 2024

This is to be read alongside the Special Educational Needs Policy and outlines how we will continue to review and make reasonable adjustments to allow children with additional needs to meet their full potential whilst at LGN.

PROVISION	DEVELOPMENT ACTION AND TIMESCALE	REVIEW OF PROGRESS
<p>Entry Considerations for children with identified additional needs</p> <p>These children will be invited to taster sessions with their parents to access the physical environment and decide if it meets the needs for their child. Consideration during these visits will need to be given to sizes of rooms, physical mobility into and around the nursery, numbers of children in their peer group and staff to child ratios. Honest conversations between nursery and parents will allow a decision to be made that ensures the best interests of the child and their peer group can be met.</p> <p>For children already with a diagnosis or awaiting one, the county where the child lives should be explored before a place is offered. Unfortunately, external help from a number of agencies for early years where nursery visits are essential will be dependent on the child living at a Warwickshire address.</p> <p>Starting in the most appropriate developmental age group rather than age group. This will be decided following discussions with outside agencies, parents and nursery. Further room moves will also be considered based on the child's readiness.</p>	<p>On-going assessment of children's development and additional needs.</p> <p>Where furniture and resources can be moved or adapted to meet all children's needs, this will be done.</p> <p>Parents to be signposted to access nursery provision in their home county. This may be from nursery, the child's health visitor, local SEND team, local SLT team, etc.</p> <p>On-going assessments of children's development and readiness for the next age group.</p>	
<p>Access to the Curriculum</p> <p>As identified in the SEN Policy, access to activities and resources is provided and differentiated to allow all to access.</p>	<p>On-going - all nursery rooms will continually monitor and observe how children are able to access their environments. Adjustments will be made according to need.</p>	

<p>On-going assessment of needs v's environments to maximise accessibility.</p> <p>A number of different strategies will be used to communicate with children. Consideration will be made for the age and stage of the individual child.</p>	<p>On-going use of Makaton, visual aids including now and next and consistent routines.</p>	
<p>Provision of Staff and Additional Support</p> <p>Within the nursery there is a designated Special Educational Needs Co-ordinator who has the knowledge required to fulfil this role.</p> <p>Part of their role will include training key worker staff how to best support children with additional needs.</p> <p>There will be opportunity from time to time to access external training where required.</p> <p>Request for additional funding to support one to one staffing or additional resources will be made as required.</p> <p>INSET days and staff meetings will be used to provided training.</p>	<p>On-going staff supervisions to identify training needs.</p> <p>Support from the Learning Development team at BG to identify and access suitable training.</p> <p>Maintain strong links with local SEND teams to support access to additional funding to support children with SEND.</p> <p>Training will meet the needs of the team and current cohort requirements.</p>	
<p>Liaison with outside agencies according to the needs of individual children</p> <p>Liaison with outside agencies according to the needs of individual children. Regular contact with Warwickshire County Council SEND and health team e.g. EP, OT, physio</p>	<p>Continue to maintain strong links with external agencies and Local Authority services to support the needs of individual children, including those with an EHCP.</p>	
<p>Physical Environment</p> <p>At Little Grange access to all rooms is at ground floor level.</p> <p>Soft furnishings are used to dampen noise within the rooms.</p> <p>Neutral colours are used to reduce over stimulation in young children.</p>	<p>Consideration for all staff, children and visitors will be made during the design process.</p>	

Review Date: January 2025

Person responsible: A Biddlestone