

Giggles Day Nursery SEND / Inclusion Policy

Special Educational Needs and Disability (SEND) – Children and Families Act 2014

The Children and Families Act 2014 has placed a requirement on local authorities to publish information on services and provision across education, health, social care and transport for children and young people (aged 0 – 25 years) with special educational needs and disabilities. This is called the Local Offer. The purpose of which is to enable parents, carers and young people to find services that are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our setting's offer and demonstrates how we provide for children and their families with special educational needs and disabilities.

We provide information on our areas of experience and training in Special Educational Needs and Disability (SEND Provision) on the Hounslow Family Services Directory within the Hounslow SEND Local Offer.

Special Educational Needs and Disability (SEND) Code of Practice.

Giggles Day Nursery follows the statutory guidance set out in the Special Educational Needs and Disability code of practice to identify, assess, and provide provision for children's special educational needs.

At Giggles Day Nursery, we use the SEND Code of Practice 0-25 years (2015) definition of Special Educational Needs and Disability:

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 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 in mainstream schools or mainstream post-16 institutions.*

Our aims

We are committed to providing an environment in which all children, including children with special educational needs and disabilities are supported to reach their full potential and are given all the opportunities available for them to learn and develop. All staff have high expectations for their achievements and futures. We provide a caring and considerate environment where all children learn and are valued for their contributions. Our children are being supported according to their individual needs, and we guarantee no child is discriminated against or put at a disadvantage due to their special educational needs and disability. We identify the specific needs of children and meet those needs through a range of SEN strategies.

We comply with the Statutory Framework for Early Years Foundation Stage (2021) which seeks to provide: quality and consistency, a secure foundation, partnership working and equality of opportunity.

We all respect the DfE and DoH The Specialist Educational Needs Code of Practice 0-25 Years (2015).

We comply with the Equality Act (2010) and the requirements to make reasonable adjustments to ensure accessibility to our nursery.

We are committed to work in partnership with parents and/or carers in meeting individual children's needs and offer support to all parents and/or carers who are fully involved in all decisions that affect their child's education. We have meetings with parents to discuss any areas where a child's progress less than expected to indicate if any additional action is required. A progress check of all children at age two, is carried out in accordance with the SEND Code of Practice (2015) and the Statutory Framework for Early Years Foundation Stage (2021).

Named Special Educational Needs Co-ordinator (SENCO):

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and share their name to parents and/or carers.

At Giggles Day Nursery, we have two SENCO's these are Lorriane Norris and Aleksandra Malesinska. They have completed specific SENCO training and also attend relevant forums and training to keep up to date on topics relating to inclusion and SEND.

Our SENCOs

- Co-ordinate provision for children with special educational needs within our setting
- Offers support for parents and carers
- Supports staff development
- Liaises with other professionals and agencies
- Ensures appropriate records are kept
- Assists staff in making observations and assessments
- Assists staff in planning for children with special educational needs
- Works in partnership with the London Borough of Hounslow Early Years Education Team to develop inclusive practice within our setting
- Seeks advice and practical support from the Early Years Education Team
- Contacts our profession lead (advisor), Sarah Hutton, at an early stage for informal advice and support

Inclusion Arrangements

We ensure:

- the provision for children with special educational needs is the responsibility of all members of staff at the setting.
- all children with special educational needs are included in all activities and opportunities provided at our setting.
- that reasonable adjustments are made to include all children.
- we work in partnership with professionals and agencies to provide inclusive opportunities.
- targeted support which enables children with Special Educational Needs and disabilities to learn and thrive.

Admissions Arrangements:

- We ensure that our inclusive admissions practice embraces equality of access and opportunity.

- Our registration form contains questions and sections specifically on special educational needs and disabilities
- During our show arounds, we discuss our inclusive practice to ensure everyone is welcomed and parents and/or carers feel willing and supported to share any concerns they may have.
- We encourage parents and/or carers of children with particular needs to approach our SENCO for more information and discuss how their child's needs can be met.
- We ensure that we have a risk assessment and/or care plan and additional training for staff and/or specialist equipment, for a child with complex needs (physical and/or medical). This may be required before a start date at the setting can be agreed.
- We ensure our 'All About Me' meetings with parents and/or carers are detailed and meaningful questions are asked to get to know the child's needs.

Access for adults and children with a disability

At our nursery we have a ramp at the front, side and back of the nursery for wheelchair users and buggies. Our rooms are all on the same level and we have a disabled toilet.

Reasonable adjustments/adaptations will be made, where appropriate, in accordance with the requirements of the Equality Act (2010).

Partnerships with Parents

- We work closely with parents/carers of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their children's education, through ISP meetings held every three months.
- We give feedback to parents/carers at the end of the sessions, either face-to-face or phone call.
- We work in partnership with parents/carers and other agencies in meeting individual children's needs.
- We consult with parents/carers at every level of intervention.
- We discuss with parents/carers how they can support their child's progress at home.

- We will explain procedures to parents/carers in order to develop a close working relationship.
- We provide parents/carers with information on sources of independent advice and support e.g. The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) (Information available on Hounslow Local Offer / Independent Provider of Special Education Advice (IPSEA) www.ipsea.org.uk / Contact a Family SEN Advice Service (020 8571 6381).

Confidentiality

- We will respect parent's/carer's rights to confidentiality when supporting children with special educational needs.
- We will always discuss any possible referrals to other services and professionals with parents/carers to obtain their permission before we make such referrals.
- No information about the child is shared without parent's/carer's permission.
- All meetings with parents/carers other than the standard parent to staff contact will take place in private. A communication log is written and stored in their individual file which is locked away in the office.
- All our staff will need to be aware of any targets agreed for a child as they are all likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets is confidential information which should not be shared with anyone without the permission of either the setting Manager, SENCO or parent/carer.

Staffing Training

- Both our SENCO's have attended and completed their Hounslow SENCO training.
- We provide in-service training for parents, practitioners and volunteers to support in understanding and meeting the needs of children with Special Educational Needs and disabilities.

- We raise awareness of any specialism the setting has to offer. Staff have training and/or experience of using e.g. Makaton, AAC, Intensive Interaction, Object of Reference, Movement and pressure activities, Sensory Play, Mouthing, Special Time and Bucket Time, Stage 1-4.
- We attend training provided by the London Borough of Hounslow to support the development of our SEND provision.
- We induct all our staff by explaining and introducing them to Send code of practice, paperwork & policies and procedures. During our staff meetings we discuss our SEND provision and children with special educational needs and disabilities.
- SENCOs share their knowledge, understanding and training with staff members through conversations and modelling how to apply the training.
- We work with parents and other agencies to meet individual children's needs, including, education, health and care authorities.

Curriculum, Resources and Learning Environment

At our setting we ensure that all activities are planned and meet individual needs of children with special educational needs and disabilities by adapting the activities to their level of needs. We provide a wide range of educational and stimulating activities in all seven areas of the EYFS and our termly curriculum, ensuring all children with special educational needs and disabilities will have the opportunity to engage in all activities.

Our setting provides sensory play, mouthing, special and bucket time equipment, such as fidget toys, a box full of feelings and multi-sensory story times. We have a soft play area which children can use to full-fill their sensory needs. We provide a quiet area where children can co/self-regulate. Small group times are carried out to help childrens skills, social interactions and their communication and language skills. Our weekly planning includes activities which can be adjusted to meet the individual needs of children.

The curriculum allows children the opportunities to develop new experiences, to learn and develop new skills. It enables children to explore their needs and interests in greater detail and to share their experiences with each other.

We review our children's individual support ISP's every 12 weeks and work with parents/carers and professionals to agree on further outcomes and targets.

We use the graduated approach response system to assess, plan, do and review to ensure early identification and intervention is applied to any SEND needs.

Identification and Assessment

The importance of early identification is vital towards the learning and development of children. The benefits of early identification are that support can be provided as quick as possible, children with special educational needs can achieve well and improves long-term outcomes for children.

Before a child starts, we can identify a child's need through the information obtained in the registration form and the 'All About Me' meeting held with the parents/carers. We use the 'WellComm' screening, and key worker observations.

We use the Development Matters non statutory curriculum guidance for the Early Years Foundation Stage and/or the Birth to 5 Matters non statutory guidance for the Early Years Foundation Stage to support initial identification of SEND. Our staff members do an effective EYFS two-year-old progress check. We ensure that children with special educational needs are appropriately involved at all stages of the graduated approach, respecting their levels of need. Children who have special educational needs are placed on our in-house SEN register and our SENCOs and parents work together to produce an individual support plan, after parents have given consent.

The Graduated Approach

Below is the SEN Support that we provide for identifying and supporting children with SEN or disabilities within our setting:

Assess

- We use initial observations and assessments from staff; information received from external resources and/or parental concern to support early identification.
- We use on-going observational assessments linked to the EYFS Development Matters / Birth to 5 Matters to support early identification of needs.
- We use a range of additional assessment tools to contribute to early identification.

Plan

- We use targeted plans to agree targets, interventions and support for a child identified with special educational needs with a child-centred focus and outcomes underpinning and informing the content of the plan.

- The SENCO will liaise with the child's parents/carers, together and external agencies, if appropriate, in planning new targets.
- We encourage parents/carers to attend targeted plan meetings.

Do

- The Key Person/ inclusion support worker will be responsible for working with the child on a daily basis and support their individual targets.
- Our SENCO will support and oversee implementation of targeted plans.

Review

- The SENCO will organise review meetings with parents/carers, Key Person and external professionals to monitor progress.

Requesting an EHC needs assessment

- If a child is not making expected progress, we will discuss requesting an EHC needs assessment in consultation with the parents/carers and outside professionals.
- The Local Authority (LA) considers the need for an EHC needs assessment via an EHC Panel, and if appropriate a multi-disciplinary assessment will be made and will take approximately 20 weeks.
- Where the Local Authority decides to carry out an EHC needs assessment they will seek information from us about the child's needs.

Education, Health & Care Plan (EHC Plan)

EHC Plans will be reviewed at least every three to six months to ensure that provision continues to be appropriate.

Links with Support Services and other Agencies

Agencies presently used are:

- The Early Years Education Team
- Health Visitors
- Speech and Language Therapy Service
- Physiotherapy Service
- Occupational Therapy Service
- Child Development Clinic (Community Paediatricians)
- Local Children's Centre Staff
- Advisors for visual and/or hearing impairments

We have a knowledge of local services e.g. Family Information Service & The Hounslow Local Offer.

Our parents have access to our notice board where we provide up-to-date information on SEND, guidance and resources.

- We work in partnership with parents and multi-agencies to best support the individual child.
- We liaise with other professionals involved with children with special educational needs and their families, including providing transition documents to other settings and schools.
- We can guide parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and others.

London Borough of Hounslow Arrangements

We access support from the London Borough of Hounslow Early Years Education Team through:

- Training Calendar
- Hounslow SENCO training
- Attendance at termly Provider Forums
- General advice and support

Additional Funding Stream – SEN Inclusion Funding

- A delegated inclusion budget for SEND is provided by Hounslow Local Authority.
- Notional funding is provided to support ordinarily available provision and to promote inclusive practice.
- We apply for SEN Inclusion Funding, through the process of Mainstream Inclusion Partnership (MIP).
- Information on SEN Inclusion Funding can be found on the Hounslow SEND Local Offer and our notice board.

Additional Funding Stream – Disability Access Fund

The Disability Access Fund (DAF) is financial support in early years settings for three-to four-year-olds with special educational needs or disabilities. DAF is available to children who are receiving child Disability Living Allowance (DLA) and the universal free early education entitlement. If the child attends more than one setting, only one setting can claim for DAF. The parent must choose which setting.

If the child moves setting in the same financial year, the fund will stay with the designated early years provider, and the child will not be eligible for a new payment until the next financial year.

Information on DAF can be found on the Hounslow SEND Local Offer.

For each eligible child, parents will need to:

- fill out a DAF Parent Declaration Form provided by the early years provider.
- share a copy of the Disability Living Allowance (DLA) letter.

The early years provider will then notify the Local Authority of the child's eligibility.

Transition Procedures

As part of good practice for transition and as stated in the SEND Code of Practice 0-25 years (January 2015 Para 5.47 Page 88):

*'SEN Support should include planning and preparing for transition before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. **The current setting should agree with the parents the information to be shared as part of the planning process.***

- We discuss and agree with parents the information that will be shared as part of the planning process.
- We support parents in sharing information about their child with the new setting or school.
- Verbal and/or written permission is obtained from the parent and/or carer
- We provide a thorough transition document which is securely sent to the setting or school chosen by the parent and/carer.
- We discuss with parents the reasons for sharing information, what will be shared, how and with whom.
- We hold a transition meeting at the setting in the term before transition takes place and invite parents/carers and next placement.
- In partnership with parents/carers and next placement, we share relevant information such as the child's areas of need, strengths and EYFS Development Matters and/or Birth to 5 Matters information in the prime areas of learning and development. We also share the stage of SEN Support, assessment information (within the setting as well as from relevant outside agencies), targeted plans including strategies and interventions and information on additional funding.
- Relevant paperwork is sent to next placement.
- We liaise with the child's next placement and invite them to visit our setting to familiarise themselves with, and observe, the child and to share information in partnership with parents.

When the child transitions from one room to another, we use objects of reference, and a transition document is produced and given to the new key worker. The parents are informed of the change.

Complaints Procedure

If a parent and/or carer has any issues, they can speak to our management team and/or SENCOs.

We provide a complaints procedure which is displayed and available on our website and in our parent policies and procedures file which is found in our entrance hallway.

Monitoring the Policy

- We monitor and review our policy annually.
- We monitor and review our policy, practice and provision and, if necessary, adjust.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

Further guidance:

- Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 years (DfE & DoH 2015))
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Equality Act (2010)
- Early Years Foundation Stage Statutory Framework (DfE 2025)
- Working Together to Safeguard Children (DfE 2023)

Other useful Pre-school Learning Alliance publications:

- SEND Code of Practice for the Early Years (2015)
- The Role of the Early Years Special Educational Needs Co-ordinator (SENCO) (2022)