



## **Special Educational Needs and Disabilities (SEND)**

At Loversall Farm Day Nursery we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminate against or put at a disadvantage as a consequence of their needs.

We are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

Where we believe a child may have learning difficulties and/or a disability that has not previously been acknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where we have emerging concerns about a child and/or where a child has identified additional needs or a disability, we will find out as much as possible about the needs of the child and any support the child or family may need to ensure the child makes the best progress in their learning and development. We do this by:

- liaising with the child's parents.
- observing each child's development and monitoring such observations regularly.
- liaising with any other relevant professionals engaged with the child and their family with parents' consent.
- seeking any specialist help or support with parents' consent.
- researching relevant publications/sources of help.
- reading any reports that have been prepared.
- attending any assessment or review meetings with the local authority/professionals.

All children will be given a full settling in period when joining the nursery according to their individual needs.

### **Legal framework and definitions**

The relevant legislation underpinning this policy includes:

- Special Educational Needs and Disability Code of Practice 0-25 years (2014)
- The Children and Families Act 2014, Part 3
- The Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Statutory Framework for the Early Years Foundation Stage 2025
- Working Together to Safeguard Children (updated June 2025)

We use the definitions set out in the law to describe SEN and disabilities.

- A child has SEND if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them.
- A **learning difficulty or disability** means that a child of compulsory school age has a significantly greater difficulty in learning than the majority of other children of the same age; and/or has a disability which prevents or hinders them from making use of the sort of facilities generally provided for others of the same age.
- For children aged two or more, **special educational provision** is educational provision that is additional to or different from that made generally for other children of the same age. For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has SEND if he or she is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.
- A **disability** is defined in the Equality Act 2010 as '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'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision, they are also covered by the SEND definition.

## Aims

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). We have clear arrangements in place to support children with SEND. We aim to:

- Recognise each child's individual needs through gathering information from parents and others involved with the child on admission and through our procedures for observation and assessment.
- Ensure all staff understand their responsibilities to children with SEND and have regard to the guidance given in the Special Educational Needs and Disability Code of Practice 2014.
- Plan, provide or help parents to obtain any additional help or support for any needs not being met by the universal service provided by the nursery.
- Include all children and their families in our provision, making reasonable adjustments where needed.
- Provide well-informed and suitably trained practitioners to help support parents and children with special educational needs and/or disabilities.
- 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

- Share any information received and assessments made by the nursery with parents and support parents in seeking any help they or the child may need.
- Seek any additional help needed including requesting an Education, Health and Care (EHC) Needs Assessment where the nursery's own actions are not helping the child to make progress.
- Work in partnership with parents and other agencies in order to meet the individual children's needs, including health services and the local authority, and seek advice, support and training where required.
- Monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services if needed.
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities.
- Ensure that gifted and talented children who learn more quickly are also supported.
- Encourage children to value and respect others.
- Challenge inappropriate attitudes and practices.
- Promote positive images and role models during play experiences of those with additional needs wherever possible.
- Celebrate diversity in all aspects of play and learning.

## **Methods**

We will:

- Develop and maintain a core team of staff who are experienced in the care of children with additional needs. Staff will be provided with specific training to help them make any special educational provision needed and meet the requirements of the Special Educational Needs and Disability Code of Practice 2014.
- Identify a member of staff to be our Special Educational Needs and Disabilities Co-ordinator (SENDCO) and share their name with parents (see below for an explanation of their role).
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals.
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery.
- Ensure that our inclusive admissions practice includes equality of access and opportunity.
- Ensure that our physical environment is, as far as possible, suitable for children and adults with disabilities

- Work closely with parents to create and maintain a positive partnership which supports their child(ren).
- Provide differentiated activities to meet all individual needs and abilities to give a broad and balanced early learning environment for all children including those with learning difficulties and/or disabilities.
- Ensure that parents are consulted with and kept informed at all stages of the assessment, planning, provision and review of their child's care and education, including seeking any specialist advice.
- Ensure that children's views are sought and listened to.
- Use a graduated approach (see explanation below) to identifying, assessing and responding to children who have emerging difficulties, suggesting they may have special educational needs or a disability that requires a different approach.
- When planning interventions and support, agree the outcomes and the expected impact on progress and a date for review.
- Hold review meetings with parents at the agreed times and agree any changes or adjustments to support.
- Seek any further advice or support needed including multi-agency approaches, Early Support and requesting an Education, Health and Care (EHC) Needs Assessment where the nursery's own actions are not helping the child make progress.
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care.
- Provide parents with information on sources of independent advice and support.
- Keep records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities.
- Provide resources, in so far as we can (human and financial), to implement our SEN/disability policy.
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided.
- Provide in-service training for practitioners and volunteers.
- 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. assessment information, targeted plans and outcomes, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- Monitor and review our policy annually.

**The Special Educational Needs and Disabilities Co-ordinator (SENDCO) is Louise Cutts. Louise will be supported in this role by The Nursery Manager, Debbie Clifford**

### **The role of the Special Education Needs Co-ordinator (SENDCO)**

The role of the SENDCO is to provide a lead for staff in relation to SEN and disabilities and to make sure procedures are followed, appropriate records kept and parents are involved. The child's practitioner (key person) will normally remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. The particular responsibilities of our SENDCO are:

- 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.

### **Effective assessment of the need for early help**

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, police, housing) there should be an interagency assessment. These early help assessments, such as the common assessment framework, should identify what help the child and family require preventing needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be taken by a professional lead who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a general practitioner, family support worker, teacher, health visitor and or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them.
- A teacher, GP, health visitor, early year's worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authorities' children's social care should set out the process for how this will happen.
- If parents and or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to the referral and response team. This referral can be made by any professional.

## **Early Support**

Where children have disabilities, we may seek additional help and resources through the Early Support Programme which co-ordinates health, education and social care support for the parents and carers of disabled children from birth to adulthood. There is more information on the Council for Disabled Children website:

<http://councilfordisabledchildren.org.uk/earllysupport>

## **Special Educational Needs and Disability code of practice**

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice to identify, assess and make provision for children's special educational needs.

The nursery will undertake a Progress Check of all children at age two in accordance with the Code of Practice.

The code of practice recommends that, in addition to the formal checks above, the nursery should adopt a graduated approach to assessment and planning, led and coordinated by a SENDCO. Good practice of working together with parents, and observation and monitoring of children's individual progress will help identify any child with special educational needs or disability. The nursery has identified a member of staff as a SENDCO who will work alongside parents to assess the child's strengths and plan for future support. The SENDCO will ensure that appropriate records are kept according to the Code of Practice.

## **Graduated approach**

In line with requirements of the Special Educational Needs and Disability Code of Practice, we take a graduated approach to working with children with emerging concerns and their families. This approach includes:

- An analysis of the child's needs including whether we should seek more specialist help from health, social services or other agencies.
- An agreement about the interventions and support needed and the expected impact on progress and a date for review.
- Implementation of the interventions or programmes agreed, including assessing the child's response to the action taken.
- A review of the effectiveness of the support and its impact on the child's progress by the key person, SENDCO, the child's parent(s) and the views of the child, including any agreed changes to outcomes and support.
- Revisiting this cycle of action in increasing detail and frequency including seeking further specialist help to secure good progress until the SENDCO, key person, the child's parent(s) and any other professionals involved agree intervention is no longer needed or decide to request an education, health and care needs assessment (see below).

- **Education, Health and Care (EHC) Needs Assessment and Plan**

If the help given through the nursery's graduated approach is not enough to enable the child to make satisfactory progress, we may request, in consultation with the parents and any external agencies already involved, an assessment of the child's needs by the local authority. This is called an Education, Health and Care (EHC) assessment. The assessment will decide whether a child needs an EHC assessment plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEN or a disability. The local authority will consult with parents and let them know the outcome of the assessment.

#### Special facilities and Staffing

At Loversall Farm Day Nursery there are facilities for children with SEN. We have wide doors to allow wheelchair access and a toilet for the disabled. We have furniture that can be adapted to different sizes, to accommodate wheelchair access and can also be easily manoeuvred to change the layout of the room to suit specific needs.

The Nursery is accessible to all, there are no steps leading up to nursery. However, we do not have provision to allow wheelchair access upstairs to the Baby Room. Every child or parent/carer who visits the nursery will be made to feel welcomed and included. The child and/or parents/carers would be met in the main reception area and any messages would be passed on. The parent/carer would be asked if they would like to monitor their child on the CCTV to see how they have settled that day.

We have a wide selection of toys to suit all needs. We have inset puzzles, training scissors; we offer a vast number of toys for construction play including large and small bricks. We offer excellent outdoor provision; we have a sensory garden with mirrors, trees, a water feature, plants and herbs to stimulate children and a large outdoor play area, including a soft play area, undercover play area, large grassed area, vegetable garden, and access to the farm.

If it is felt that a child's needs cannot be met at the nursery without additional staff and/or equipment, funding will be sort to ensure that provision is appropriate to the child's needs. This will be done by contacting the Early Years Team, who will assess what the additional needs are.

Confidentiality at the nursery will ensure that knowledge is shared on a need to know basis. Please refer to Loversall Farm Day Nurseries Confidentiality Policy.

All children in the group, irrespective of Special Educational Needs are encouraged where possible and appropriate to participate in all group activities.

We will liaise with other professionals/agencies to ensure we are offering effective provision for children with Special Educational Needs.

<b>This policy was adopted on</b>	8 September 2018
<b>Signed on behalf of the nursery</b>	
<b>Date of review</b>	10 June 2019
<b>Date of next review</b>	September 2026