

Mulberry Bush Day Nursery

Policy for Special Educational Needs

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Introduction

This document is a statement of the aims, principles and strategies for the care and education of the children with Special Educational Needs at Mulberry Bush Day Nursery. It gives information on the nursery's provision for children identified with Special Educational Needs and Disabilities and has been developed in the response to the publication of the Code of Practice 2014.

Our Vision

At Mulberry Bush Day Nursery we will meet the needs of each and every child, promote positive values and aim to make every day enjoyable and rewarding. We will work in partnership with parents, families and our community to provide a calm, safe and nurturing environment where people respect each other and feel happy, secure and valued.

Definition of Special Educational Needs and Disability (SEND):

“A child or young person has SEND 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

A child under compulsory school age has Special Educational Needs if they are likely to fall within the above definition.

SEND Code of Practice 2014

Children must not be regarded as having a learning difficulty solely because the language or form of language within their home is different from the language in which they will be taught.

Special educational provision means:

- “1. For a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in:
 - i. mainstream schools in England,
 - ii. maintained nursery schools in England,
- 2. For a child aged under two, means educational provision of any kind.”

Section 21, Children and Family Act 2014

Definition of Disability

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities.”

Equality Act 2010

Principles and Objectives

At Mulberry Bush Day Nursery we believe that all the children should have full access to all of nursery life. In the case of children with Special Educational Needs this is no different. However, when planning for these children, small step targets from individual educational plans (IEP) or an Education, Health and Care plan (EHC) may have to be considered in order to provide the necessary resources to enable access to the wider curriculum.

In order to achieve this we will:

- Have regard to the SEN Code of Practice (2014), the Disability Discrimination Act in the identification and assessment of Special Educational Needs, Equality Act (2010) and Children and Family Act (2014)
- Appoint a Special Needs Co-ordinator (SENCO) to co-ordinate provision throughout the nursery
- Liaise closely with parents and their families
- Recognise the importance of early intervention in identifying and meeting the individual needs of children
- Ensure that all children have access to a broad range of activities and experiences, irrespective of their special educational need.
- Explore all opportunities to provide additional resources to match the individual needs of children.
- Develop areas of knowledge and specialism within the staff team and the setting
- Provide appropriate opportunities for the development of every child’s self-esteem and encourage full integration into the setting.
- Support parents/carers in obtaining help and advice from outside agencies, such as health visitors, psychologists, paediatricians etc.
- Regularly consult parents/carers and appropriate professionals regarding the child’s progress and the way forward. This will ensure a planned, coordinated approach for provision of the child’s needs
- Observe children, in conjunction with parents/carers, to assess the effectiveness of the provision made for the child and act accordingly.
- Make available appropriate training and offer it to all staff.
- Encourage staff to establish relationships with other local Early Years settings to share expertise and training.
- Evaluate the success of this policy by monitoring the progress of children with Special Educational Needs
- If parents are at all dissatisfied with the provision for their child they should contact the Nursery Manager in the first instance. If they remain unhappy they should contact the Nursery Educational Needs Coordinator (SENCO). If they remain unhappy following this they should follow the Nursery complaints procedure.

Anneka Heslop is the SENCO for Mulberry Bush day Nursery

The role of the Special Needs Co-ordinator is:

- To take responsibility for the day to day operation of the Special Educational Needs Policy
- To liaise with nursery staff and parents to ascertain which children are giving cause for concern
- To take the lead in observation and assessment of identified children, considering their strengths, weaknesses and consequent needs.
- To take the lead in planning future support for children with SEN, in discussion with the child's parents and Key Person.
- To liaise with parents and other professionals in respect of children with special educational needs
- To co-ordinate provision for children with special educational needs
- Working
- To take responsibility for the transfer of SEN records to the child's next setting, ensuring the parents are fully informed about options and a smooth transition is planned.
- To offer support and advice to nursery staff, key person and parents. This will include attendance at meetings between staff and primary carers, attendance at meetings between staff and outside agencies, provision of written Individual Education Plans, containing targets for the child, review date and strategies to be used, taking the lead in monitoring and reviewing the action taken
- To ensure that relevant background information about individual children with Special Educational Needs is collected, recorded and updated.
- To keep up to date with changes in legislation and methodology regarding Special Education Needs and to attend such training as may be required.
- To provide training, both internal and external, for nursery staff
- To perform any other duties in connection with children with Special Educational Needs as may be deemed necessary by the management.

Admissions

When a child with special educational needs is admitted to the nursery, the SENCO will work closely with the child's parents, other professionals and other settings, if applicable, to ensure smooth transition and admission for the child in line with our Transition, Continuity and Inter-agency Working Policy.

Staff members will perform regular observations and on-going assessments of all children, in order to identify and support their individual needs as early as possible. The Graduated response

If a parent or member of staff is concerned about a child's progress the nursery staff will work with the parents to try to address these concerns.

If necessary, information regarding this concern will be passed to the SENCO. The SENCO will speak to the child's Key Person, observe the child in the nursery, assess the child's needs and offer advice to staff members and parents.

Once the child has been identified as having special educational needs and following consultation with the parents, if it is deemed necessary, the child will be placed on the Monitoring of Concerns Register (at this stage it may be necessary to intervene through Early Years Action).

Early identification

Early identification is vital. The early year's practitioner must inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The key person and the SENCO assess and monitor the children's progress in line with existing nursery practices. This is an ongoing process.

The SENCO works closely with parents and Key person to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the Nursery. The Key person and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Education Health and Care Plans (EHC)

Where, despite the nursery having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment

Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Whilst the assessment is being pursued the child will continue to receive the support already provided from the setting.

Multi Agency Meeting

The Multi Agency Meeting is a shared assessment and planning framework for the use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. This meeting is

aimed at children and young people with additional needs who have needs that are not being met by their current service provision.

Local Offer

Local authorities (Hull) **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

The Local Offer has two key purposes:

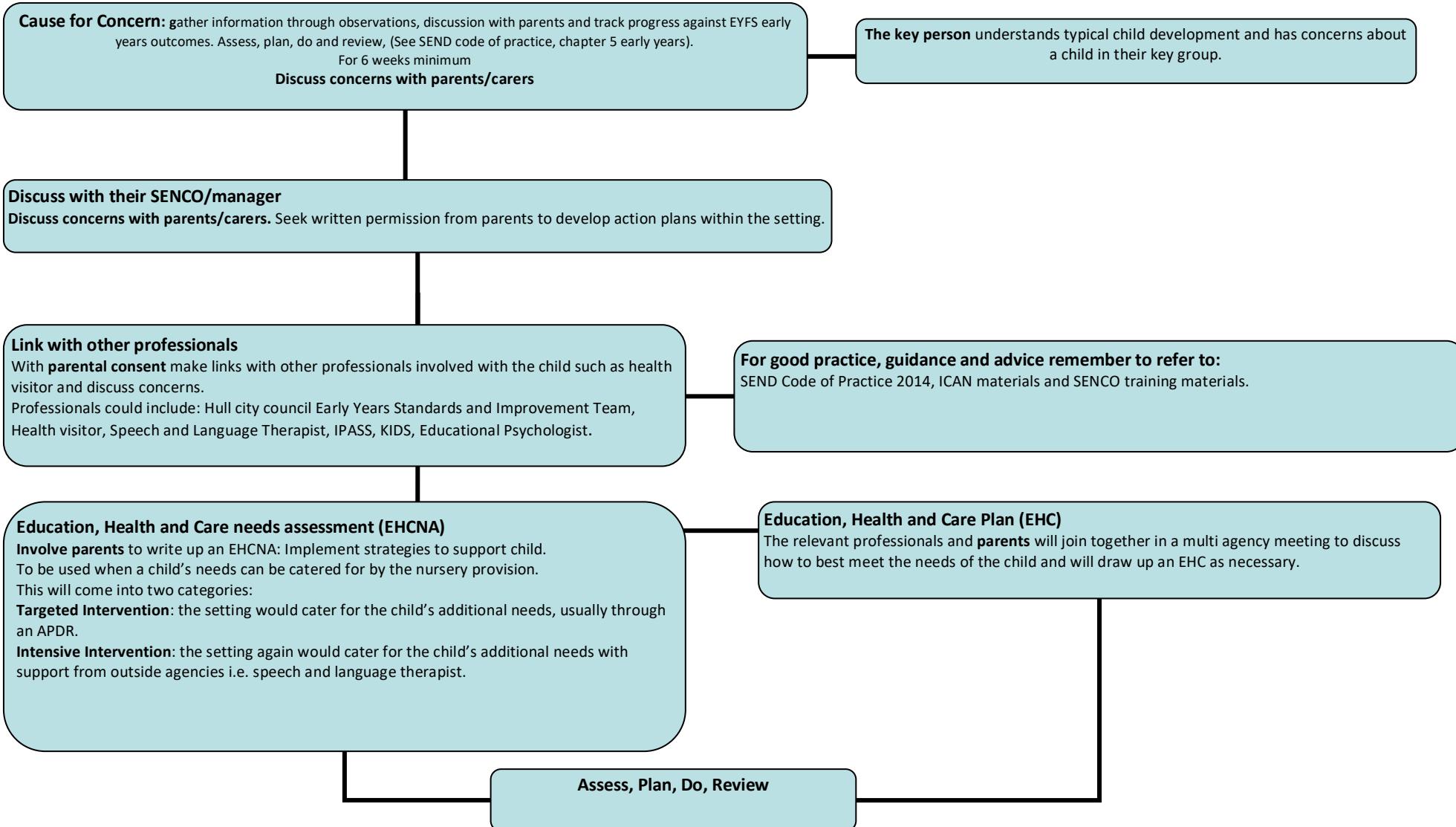
- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Please visit the local offer website www.connecttosupport.org/hull

Graduated approach: Early Years SEN Support

The Code of Practice (2014) recommends that's Early Years settings should deal with children's needs using a 'Graduated approach', matching the level of help to the needs of the child. There are two categories of need defined within the code – SEN support: those children with SEN catered for by the nursery's provision and those children for whom it is necessary to create an Education, Health and Care Plan.

At Mulberry Bush Day Nursery it is the responsibility of the key person to liaise with the SENCO/nursery manager to report any concerns their might have of a child's development which may require different or additional provision to be made for the child.



Assess, Plan, Do and Review

Assess

In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

Plan

Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Do

The early year's practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support. Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps. This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources (information is available at the National Children's Bureau website – see the References section under Chapter 5 for the link).

Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf. Further information about EHC plan

reviews and the role of early year's settings is in Chapter 9 SEND code of practice (2014), Education, Health and Care needs assessments and plans.

Transition

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 SEND 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 parents the information to be shared as part of this planning process. In the past we have taken SEND children on visits to schools, to best equip the child for their next venture and support the schools with understanding relevant behaviours and how best to deal with this. Also refer to the nursery's transition policy.

Links with Support Services

The SENCO and nursery manager will be responsible for identifying and contacting outside agencies when appropriate. All staff will liaise as necessary with the SENCO, ensuring that all concerned are aware of any relevant information and or paper work.

The expertise of the following agencies may be sought:

- Educational Psychologist: visits by EP to assess children and offer advice strategies/support children need.
- Health Visitor: The nursery staff and SENCO work with health visitor on children who are a cause for concern.
- Speech and Language Therapy Service: Children can be referred by school, parents or health authority. Parents are responsible for taking their child to speech therapy, although the speech therapist works closely with the school and may work with a child within school. Programmes may be delivered by the nursery staff.
- Social Care: Advice and support as required, may involve Child Protection Co-coordinator.
- IPASS: an integrated advice and support service regarding children with physical, hearing and visual impairments.
- KIDS: a parent partnership service offering support and advice to parents.
- Local Children's Centre (Rainbow CC): a service which can signpost the nursery or parents to relevant agencies, groups been run in the area etc.
- Children's Community Team Learning Difficulties: based at the Children's Centre, Walker Street. They offer support to children with and the families of children with learning difficulties.

Review of this policy

This policy will be reviewed in response to the evaluation of ongoing monitoring. It will be reviewed in response to need and as legislation surrounding SEN is updated.

