

Seedling Nursery

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Seedling Nursery Leamington Spa
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Setting policy and arrangements for supporting Special Educational and Inclusion Needs and Disability (SEND)

At Seedling nursery we are committed to maintaining positive attitudes to diversity and difference. This is not only so that every child is included and not disadvantaged, but also so that they can learn from the earliest age to value diversity in others and grow up making a positive contribution to society. We aim to meet the individual needs of each child regardless of difference and diversity. All children are entitled to enjoy a full life in an environment that promotes and respects their own cultural and spiritual beliefs. This will help them develop as individuals and take part in society.

We believe that all children in our nursery have the right to:-

- Feel valued and confident and should be cared for in a welcoming and nurturing environment. We will actively work with parents at all stages of the child's learning and development. We will always shape our nursery provision acting in accordance with the Special Educational Needs and Disabilities (SEND) Code of Practice (2014), reflecting the Children & Family Act 2014 and Equality Act 2010.
- The same opportunities to attend the nursery of their choice and our environment, where possible, will be adjusted to give the child access to the services we provide.

We will always make every effort to enable every child to:

- Be provided with the opportunity to have the learning environment and activities of their interest available, and to offer challenges that extend and support each child's learning needs.
- Be happy, safe and secure in the learning environment
- To play and be given the opportunity and encouragement to develop their social skills and friendships with other children and adults.
- Have their family's culture and values respected, enriching the learning environment.

We will:

- Always discuss/ share any concerns with parents/carers
- Monitor and review the progress and development of all children and respond quickly in the event that any child's progress gives cause for concern.
- Stretch and challenge all children
- Encourage children to recognise their own unique qualities and the characteristics they share with other children.
- Promote positive attitudes respecting and valuing children's diversity and individual needs, and will challenge any attitudes or comments that go against our ethos.
- Provide a range of activities and experiences that support children to respect and value each other's similarities and differences, and encourage all children's participation irrespective of gender, culture and ability.
- Maintain a range of records to enable us to assess review and plan for children's learning and development needs in line with the Early Years Foundation Stage (EYFS), Early Years Outcomes guidance and Early Support Resources. These records are available to parents and will be shared regularly, through Tapestry and parent meetings.

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Identifying needs in the early years

It is particularly important in the early years that there is no delay in making any necessary special educational provision. In support of this we will:

- Speak to parents and carers in the first instance in the event that any child's progress gives cause for concern or where a child's development appears to be behind expected levels.
- Make any reasonable adjustments to prevent any child being put at a substantial disadvantage.
- With parental permission we will speak to the Integrated Disability Service (IDS) and nursery SENDco and involve the key person and relevant specialist who will support the setting in identifying effective strategies, equipment, programmes or other interventions to enable the child to make progress, such as The Early Years profile 1,2 & 3 suited to child's age stage and development for a child with specific needs.

How we support and include children with Special Educational Needs and Disabilities

We will adopt a graduated response to monitoring children's progress and take necessary action to support the child's needs (assess, plan, do, review).

- Involve mums, dads and carers in devising a targeted support plan, listening to and valuing their views and feelings, involving other professionals if required (specialist input). This plan will identify agreed strategies, resources and approaches to support children to meet their intended outcomes providing learning tailored to their individual needs.
- We will review the targeted support plan at least three times per year, involving the external agencies and parents and carers. At the review we will discuss the impact of the support provided, agree any changes to the outcomes and support for the child in light of the child's progress and development and plan next steps.

Setting SENCo

Andy is our SENDco (Special Educational Needs and Disability Coordinator) meaning they have responsibility for the everyday operation of the SEND and inclusion and Equality policy, including:-

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- 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.
- Attending SEND training and cascading information to the setting team.

IDS Support

- providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEND Code of Practice
- Providing support for setting-based SENDco's in ensuring arrangements are in place to support children with SEND
- Developing and disseminating good practice
- Supporting the development and delivery of training if needed
- Supporting smooth transitions to school nursery and reception classes
- Attending review meetings as required by the setting

Support from Other Professionals

We work together in partnership with agencies to offer inclusive support to children who require additional specialist input, for example: Speech and Language Therapist (SALT) and Coventry Integrated Autism Support Service (CIASS) and Health Visitors. We facilitate visits and 1-2-1 work within the nursery, attending meetings and contribute to assessments by compiling progress reports.

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Admissions

We are an inclusive setting who welcomes all children. Our admissions policy ensures that the needs of our most vulnerable children, families and communities are met whilst maintaining a sustainable provision; this includes provision for children with Special Needs and/or a disability. For more details please see our Admissions Policy.

Resources

We will involve all children fully in the life of our nursery by ensuring we offer a wide variety of resources that will meet the developmental needs of the individual child and by differentiating activities accordingly. We also have accessible storage to enable all children the opportunity of independently choosing activities. Our resources also include positive images of people of different abilities and cultural backgrounds. We will make every effort to access additional resources to support a child's learning and development and funding sources will be explored as required.

Educational Health and Care Plan (EHCP)

Where, despite the setting 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 will consider requesting an Education, Health and Care needs assessment. This can be requested by the setting or specialist agencies involved with the child with the consent from the family. As part of this assessment we will provide any information requested by the Local Authority.

If the Local Authority issues an Education Health and Care Plan (EHCP), we will

- Work towards the outcomes specified in the plan.
- Where appropriate, agree with parents/carers and professionals, shorter term targets, reviewing and amending these regularly to make sure that we support the child to achieve the outcomes specified in the EHCP.
- Work in partnership with parents and professionals to review the EHCP at least once per year.

Transition

When a child who has Special educational needs and /or a disability is moving to another setting we will fully support the transition arrangements. We will identify any concerns the parents may have. With the permission of the family we will invite a member of staff from the new setting and share relevant information to aid the transition process. We may also hold a review meeting with the parents, child's key person and other relevant professionals to develop a transition plan. Please see our settling in and transition policy for more information.

Complaints

For details of how to complain about our SEND provision please refer to our Complaints Policy.

Monitoring our Policy

We will monitor our policy annually, and will also make any alterations as the need arises due to legislative changes.

This policy was last updated	Signed on behalf of the nursery	Date for review
Oct 2019		Oct 2020