

Special Educational Needs and Disability Policy and Procedures

Aims and Principles

At Centro Infantil Menchú it is our aim to ensure that all children learn and develop well and are kept healthy and safe at all times. We also expect all children to achieve the best possible educational and other outcomes, and to be ready to make the transition into compulsory education.

At Centro Infantil Menchú we will ensure that no child is discriminated against, harassed or victimised because of their special needs or disabilities. We will make any reasonable adjustments to prevent disabled children being put at disadvantage. We will always promote equality of opportunities for children with special needs and disabilities.

This policy explains the action we take to meet our duties in relation to identifying and supporting children with special educational needs (SEN), regardless of whether they have an Education Health and Care plan or not.

In implementing this policy we follow the *Early Years Foundation Stage framework* (September 2021), and we also have regard of the *Special educational needs and disability code of practice: 0 to 25 years* (January 2015), and the *Early years: guide to the 0 to 25 SEND code of practice* (September 2014).

SEN Provision

The Nursery Manager is also responsible for coordinating SEN provision (the SEN co-ordinator or SENCO).

At Centro Infantil Menchú it is our duty to identify as early as possible and support all children with special educational needs and disabilities (SEND). A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Where a child has been identified as having SEN, we follow the graduated approach with four stages of action (assess, plan, do and review). We continue to be guided by this approach over time, to carry on with the child's assessment, with the support and advice of external professionals as appropriate.

Assessing Children

As part of our overall approach to monitoring progress and development, all children attending the nursery are assessed on a regular basis. Within the first **6 weeks** of a child starting, a written summary will be completed and discussed with parents. This first assessment will identify the child's strengths and also areas where the child's progress is slower than expected. We will particularly consider information on the

child's progress in communication and language, physical development, and personal, social and emotional development.

All practitioners use the **Birth to Five** as a tool to assess the extent to which a child is developing at expected levels for their age. On some occasions we use **Teaching Talking Checklist** as a tool for assessing development and progress. We aim for difficulties to be addressed as early as possible

Planning for Children's Progress

If there are significant emerging concerns the SENCO and the key person will develop a targeted plan (**Individual Educational Plan-IEP or Support Plan**) to support the child. This plan will include:

- The outcomes expected.
- The interventions and support to be put in place.
- A clear date for starting and reviewing the plan.
- Parents' input.
- Other professionals' recommendations.

The key person works closely with the child throughout the child's time at the nursery and ensures that parents are always involved in planning support for their children.

Implementing the Targeted Plan

The child's key person will be responsible for implementing the interventions or programme on a daily basis. The SENCO will give support and advice to practitioners on the best way of implementing the strategies, and will assess the child's response to the action taken.

Reviewing the Plan

At the agreed date the child's progress will be reviewed. Parents will be involved in evaluating the quality of the support given, and whenever possible the child's views will be sought.

This cycle of action will be maintained to ensure the child makes good progress. At each stage parents are involved and their views taken into account.

The SENCO will lead the action and support individual practitioners in the setting informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.

Partnership with Parents/Carers

Parents/carers are familiar with the strategies that we follow at the setting during the day such as visual timetables, choice boards, symbols and observations. They have access to the SEND Policy and procedures, leaflet on the role of the SENCO and are also invited to contribute to their child's One Page Profile, and termly planning and review cycles.

Involving Specialists

If a child continues to make less than expected progress despite a support plan with specific interventions has been put in place, we will consider involving appropriate specialists (Early Year Inclusive Intervention Team, Health Visitors or Speech and Language therapists, among others). The decision to involve specialists will be taken with the child's parents.

Requesting an Education, Health and Care needs assessment

If the child continues to be below expected levels despite all the support given, we will consider requesting an Education, Health and Care needs assessment to the Local Authority.

Transition to Another Setting or School

The SEN support includes planning and preparation for transition, reviewing the support provided within the nursery, before the child moves into another setting or school.

To support the transition we will share information with the receiving setting or school. To this end, the SENCO arranges a transition meeting with the receiving setting/school, Key Person, the parents/carers and other professionals involved with the child.

As part of our transition procedures, we forward the child's records and a Transition Information Form to the receiving setting or school ahead of the child starting at the new setting/school, through a secure email.

Settling in

It is our aim to reassure parents/carers that their child is in safe hands when they are left in the setting. To this end, we ensure that parents are allowed to spend some time in the room with their child during the settling in period.

In addition, we have in place some strategies to support children in settling in:

- Have a One Page Profile where the needs of the child have been identified.
- Liaise with outside health/education/social service professionals who may be involved with a particular child.
- Offer staggered admissions.
- When a child finds it very challenging to eat a variety of food due to a neurological or physical condition, we allow the parents to send a packed lunch for their child with the food/snacks that the child is able to consume.
- 'Special Box' which includes play/comfort items from home for settling in period.
- Parents are encouraged to discuss any concerns with the key person and or SENCO as and when necessary.

Record Keeping

We maintain a record of children in our care as required under the EYFS framework, including records of provision we make for children who are not performing at their expected levels, and of those who have SEN and/or disabilities. These records are available to parents on request.

Broad Areas of Need

The Code of Practice identifies 4 areas of need (the following extract is from “*Special educational needs and disability code of practice: 0 to 25 years*”)

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The role of the SENCO in the Setting

- Ensure that all practitioners understand their responsibilities to children with SEN and the setting's approach to identifying and meeting children's needs.
- Advise and support colleagues.
- Ensure parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaise with professionals or agencies beyond the setting.
- Continually developing own professional practice.

At Centro Infantil Menchú we will review our practice annually and will ensure that we are well equipped to provide support across all areas of needs. If training needs for staff are identified, the organisation will make arrangements to provide such training.

Approved by the management committee in September 2021

On behalf of the Nursery: Yris Goodspeed

Date to be reviewed: September 2024