



## **Special Educational Needs Policy (SEN)**

This policy has been revised in line with the new SEND code of practice 2015, which reflects the changes introduced by the Children & Families Act 2014.

### **Purpose**

At Aflah Nursery we strive to be a fully inclusive setting.

### **Definition**

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

### **Our Aims**

The Team leaders and staff recognise that all children have a right to access a pre-school experience that is broad, balanced, relevant and includes differentiated activities, allowing the progression and learning at a pace and level reflective of their individual abilities. We aim to create a happy, educationally exciting and positive environment in which all children can develop to their full potential and become confident, independent individuals.

### **We aim to...**

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review children's special educational needs
- encourage parents to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

## ROLES AND RESPONSIBILITIES

Provision for children with special educational needs is a responsibility for every staff member and team leaders.

### Operational Managers

The Operational Managers of the nursery, together with the Nursery Manager & its SENCo, have a legal responsibility for overseeing all aspects of the childcare provision; this includes provision for children with SEN and they will do their best to ensure that the necessary provision is made for any child who has SEN. They should determine the nursery's general policy and approach to provision for children with SEN and establish the appropriate staffing and arrangements.

The Manager has overall responsibility for the management of provision for children with SEN, keeps the Operational Manager's fully informed and works closely with the SENCo.

### SENCo

The Special Needs Coordinator (SENCo) is the Manager. She works closely with all staff, the concerned Operational Manager (Frazana Aslam, Deputy SENCo), parents and outside agencies ensuring the best possible provision for children with SEN.

She is responsible for:

- overseeing the day-to-day operation of the nursery's SEN policy
- the involvement of parents and guardians from an early stage and liaising with parents of children with SEN
- advising on a graduated approach to providing SEN support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- acting as Designated staff member for looked after children with SEN
- advising on the deployment of resources to meet children's needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

### Staff team

Practitioners are involved in the ongoing development of the nursery's SEN policy and implement the procedures for identifying, assessing and making provision for children with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of children. Practitioners work closely together to plan and assess the impact of support and interventions

### Co-ordinating and Managing Provision

The SENCo & Deputy SENCo meet frequently to discuss SEN issues. The SENCo meets with practitioners to give support and advice. Policy and provision are discussed regularly at staff meetings in order to raise the achievement of children with SEN. The SENCo monitors the placement of staff throughout the setting. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss matters relating to the provision of children with SEN.

Parents are kept informed by a Key Person approach and are encouraged to be involved in the support of their child whenever possible. The Key Person meets three times a year with the parents of all children on the SEN register to review progress and identify next steps. The SENCo also liaises with parents and children with Education, Health and Care Plans and, as a team, they write the annual review. Where there is a concern that parents need extra support, the EHA and TAF process would be used to identify areas for change and engage support from other professionals.

### Specialisms and Special Facilities

Children's specific needs are discussed with parents when admission to Aflah Nursery is requested. Support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning or developmental difficulties/disabilities and specialist advice, support and training is arranged as necessary.

Where a child has a disability the SENCo and key teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

The SENCo and Operation Manager with responsibility for Special needs liaise regularly to discuss provision within the nursery for all children with SEN. Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to children is appropriate and effective.

The training needs of the staff are reviewed as part of the Appraisal and Continuing Professional Development (CPD) process.

## IDENTIFICATION, ASSESSMENT AND PROVISION ALLOCATION OF RESOURCES

The progress of each child is assessed at regular intervals by practitioner's as part of the setting's tracking process. Slow progress and low attainment do not necessarily mean that a child has SEN. All those working with children are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Manager, SENCo & Dep. SENCo consider all the information gathered from within the setting about the pupil's progress. Where more specific assessment is deemed to be necessary, this is carried out by the SENCo who may then involve other professionals from outside the nursery eg the child's Health Visitor, with the consent of the parent/carer. The information gathering will include an early discussion with parents. Our staff recognise that parents know their children best and we ensure we listen to and follow up any concerns parents have about their child's development and learning. Consideration of whether special educational provision is required starts with a discussion about what parents desire for long-term outcomes for their child, as well as their views and wishes for present and short-term goals.

When a child is identified as needing SEN support, the setting employs a graduated approach of **Assess-Plan-Do-Review** adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The Local Authority SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and the model forms provided are used for recordkeeping.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Information received from former setting
- A child's lack of developmental and/or learning progress despite receiving a differentiated curriculum
- Requiring greater attention due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

The SENCo and practitioners, together with specialists, and involving parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly. Where, despite the Aflah Nursery providing SEN support, a child has not made expected progress, the nursery and parents may consider requesting an Education, Health and Care assessment by the Local Authority, in readiness for school. The Local Authority will expect to see evidence of the action taken by the nursery as part of SEN support.

Reviews of children receiving SEN support are held each term and led by the SENCo. They provide an opportunity for parents to share their concerns and agree aspirations for the child. Provision for children with SEN is additional to or different from those provided as part of the nursery's usual differentiated provision and strategies. It is a graduated response to children's individual needs. Such provision is recorded using the requisite forms.

### **Categories of Special Educational Need**

Children's needs and requirements fall into four broad areas, but individual children may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

Communication and interaction: Speech, Language and Communication needs

Autistic Spectrum Disorder including Aspergers and Autism

Cognition and Learning: Learning difficulties Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia

Social, emotional and mental Behaviour reflecting underlying health difficulties: mental health difficulties (e.g. anxiety, depression).

Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder

Sensory and/or physical: Hearing Impairment Visual impairment

Physical disability

Multisensory impairment

Supporting children with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a coordinated way with the healthcare plan. Aflah Nursery has regard for the statutory guidance supporting children at school with medical conditions (DfE, 2014).

### **Curriculum Access and Inclusion**

Aflah Nursery strives to be an inclusive setting, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all children
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

### **Evaluating Success**

Parents, staff and children meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success. The success of the school's SEN Policy and provision is evaluated through:

Monitoring of setting practice by SENCo and Managers' Team

Analysis of tracking data for individual children - for cohorts

Monitoring of procedures and practice by the Operations Managers

Self-evaluation

Monitoring the quality of children's Falah Files and review documentation

Aflah's Development Plan

### **Complaints Procedures**

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the child's Key Person. A meeting will be arranged, which may include the SENCo and Dep SENCo to discuss the concern. Parents can request an appointment with an Operations Manager/Director directly.

In the event of a formal complaint concerning SEN provision, parents are advised to contact the Manager and follow Aflah Nursery's Complaints procedure as detailed in 'Complaints Policy.'

### **PARTNERSHIP WITHIN AND BEYOND THE NURSERY AND CHILDCARE STAFF DEVELOPMENT**

Aflah Nursery is committed to gaining further expertise in the area of Special Needs education. Current training includes nursery-based whole team INSET, SENCo and learning support group meetings, support and guidance from EYSENIT's and Speech and Language Therapists, attendance at County meetings and the reading and discussion of documents on SEN. Staff meetings are arranged to respond to the particular needs of the setting.

Links with other Agencies, Organisations and Support Services

Staff are able to call upon the expertise of a wide range of support services. These support services are contacted after consultation with the SENCo and Operation Manager (Dep SENCo), and with the full agreement of parents. For assessment and advice from most of these services a request form must first be completed, then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SENCo holds contact addresses and request forms for other agencies and support services.

### **Partnership with Parents**

We believe that good communication between parents and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to discuss any concerns about their child with staff, at a mutually agreed time. There are planned opportunities for parents to discuss their child's needs, progress and strengths at general progress meetings as well as Special Educational Needs Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision

and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Parents have right of access to records concerning their child.

### **The Voice of the Child**

Children are encouraged to participate in all aspects of learning and their views are valued right from the start of their education. Staff observe children carefully as this provides us with insight into each child's wishes and any areas of strength or difficulty, no matter how young the child is. In this way 'the child's voice' is captured. Parents are regularly asked to give information about their child in the 'all about me' and in review meetings.

### **Transition Arrangements**

The SENCo liaises with relevant staff regarding the transition of children with SEN to school or another EY setting. At all times of transition, SEN information is gathered together and records transferred to the new teacher, school or setting.

The SENCo of the receiving school will be invited to the final annual review of children with statements or Education, Health and Care Plans where the particular school has been named.

Print Name:	Ms. Frazana Aslam
Role:	Operations Manager/ Director
Date:	Aug. 2024
Date of review:	Aug. 2025