



## Early Years Special Educational Needs and Disability (SEND) Policy

### Introduction

The Government's 'Early Learning Goals' sets out what most children will have achieved by the end of the Early Years Foundation Stage (EYFS). Children will progress at different rate during the Foundation Stage and it is important to remember that at the end of this stage some children may still be working towards the goals. Such children will need differentiated learning opportunities to help them progress and regular monitoring of their progress but do not necessarily have specific special educational needs (SEN).

Monitoring of individual children's progress throughout the EYFS is essential. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available for children within the same group.

The SEND Code of Practice does not assume that there are set categories of SEND. Children will have needs and requirements which may fall into one or more of the following areas:

- Generalised development delay
- Speech and language difficulty
- Social/communication difficulty
- Sensory difficulty eg: hearing/sight
- Delayed social emotional development
- Physical impairment
- Medical problems

When there is evidence that a child's rate of progress in any of these areas is inadequate then further action needs to be taken.

If inadequate progress is identified then SEND support will be put into place. This is a graduated approach depending on the needs of the child. It involves parents, key persons and the Early Years SENCO in identifying the needs of the child, planning the provision to be given to the child and seeking expertise at whatever point it is needed.

## **Support**

When a child has been identified as having SEND it is the responsibility of the Nursery to identify a child's needs and to begin, through liaising with colleagues and parents/carers, to provide planned support specific to the child.

Using EYFS, Key person/SENCO will be able to identify children who, despite receiving appropriate early education, still show cause for concern.

### **A child may cause concern if he/she is:**

- making little or no progress even where teaching approaches have been personalised
- continues working at levels significantly below those expected for children of a similar age in certain areas
- presents persistent emotional and/or behavioural difficulties
- has sensory or physical and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties and require specific individual interventions in order to access learning
- if key person, in consultation with parents/carers, decide that a child needs further support to help them progress, they should then seek the help of the Early Years SENCO
- the Early Years SENCO, with colleagues, will then collect all known information about the child and if needed seek help from external professionals, with the agreement of the parents.

## **Intervention**

The SEND Code of Practice describes the concerns that would lead to SEND support being considered.

### **The Child:**

- makes little or no progress even when teaching approaches are targeted to improve the child's identified area/s of weakness
- continues working at a level significantly below those expected in certain areas for children of a similar age
- present persistent emotional and/or behavioral difficulties which are not reduced by behaviour management techniques usually employed
- has sensory or physical difficulties and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties and requires specific individual interventions in order to access learning

When an area of weakness has been identified then the Key Person is responsible for making arrangements. Key persons should:

- Share views, ideas and information about the child with other members of staff
- Complete detailed observations
- Raise concerns with parents/carers
- Agree actions

The Early Years SENCO and the child's key person, in consultation with parents, will then put into place the following procedures.

## **Procedures**

Acorns 2 Oaks models its approach on the guidelines given in the SEND Code of Practice 0 to 25 Years (2014). This is a graduated approach in the form of a four-part cycle: Assess, Plan, Do, Review

### **1. Assess**

Once a child has been identified as needing SEND support:

- The key person, with the SENCO, will carry out a clear analysis of the child's needs.
- This analysis will draw on the key person's assessment, tracking progress of the child and attainment and behaviour.
- A comparison will be made as to the child's development related to that of his/hers peers.
- The views and experiences of the child's parents will also be taken into account when assessing the child's needs.
- Advice will be sought from external agencies where relevant.
- Assessment to be reviewed regularly

### **2. Plan**

Once it has been decided to give a child SEND support, parents will be formally notified and invited in for a meeting with the key person and the SENCO. Adjustments, interventions and support will then be put in place. At this stage of the cycle support, staff will be made aware of the child's needs, the expected outcomes, the support required and any strategies or approaches to be used. The parents will be made fully aware of the planned support and interventions.

### **3. Do**

Key Persons will be responsible for working with the child on a daily basis, working closely with the support of the SENCO.

#### **4. Review**

Support and interventions will be reviewed termly in discussion with the key Person, SENCO and parents. Interventions will be evaluated and support revised in light of the child's progress and development.

The arrangements put in place might include:

- The use of different learning materials or special equipment
- Some individual or group support or staff development and training to introduce more effective strategies.

The strategies to be used will be recorded in the form of an Individual Support Plan (ISP). This will include information about:

- The short-term targets set for the child
- The provision to be put in place
- When the plan is to be reviewed
- The outcome of the action taken

The ISP will focus on three or four key targets and will be discussed with the parents. The ISP's will be reviewed regularly, at least once a term, and the aim is to consult parents as part of the review process.

It is also important that throughout the process, regular monitoring by the Key Person takes place, to ensure that the support is effective. If at any of these reviews, it is agreed that the child is now making adequate progress the child will be taken off SEND Support, but staff will continue to be closely monitored to ensure progress continues.

Adequate progress can be defined in several ways where:

- The child closes the attainment gap between the child and his/hers peers
- The child's progress is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- The child's progress matches/betters his/her previous rate of progress
- The child demonstrates an improvement in self-help, social or personal skills
- The child demonstrates improvement in behaviour

Outside agencies may need to be consulted if a child requires help beyond the expertise of the school staff. These agencies may:

- Provide specialist assessments.
- Give advice on the use of new and specialist strategies/materials or provide support for particular activities
- Give guidance on when external agencies may be approached.


Help will be sought from outside agencies if it appears that the child continues to:

- Make little/no progress in specific areas
- Work at an Early Years Stage substantially below that expected of children of a similar age
- Show emotional/behavioral difficulties which interfere with the child's own learning or that of a group, despite having an individualized behaviour management programme.
- Have sensory/physical needs and required additional equipment or regular visits.

In Early Years, the SENCO will have responsibility for:

- Liaising with colleagues where a child raises a cause for concern.
- Ensuring liaison with parents and other professional, along with colleagues, of a child with SEND.
- Advising and supporting colleagues.
- Ensuring that relevant background information about individual children with SEND are collected, recorded and updated.
- To help plan future support for the child in discussion with colleagues.
- Ensure appropriate ISP's are in place.
- Ensure appropriate records are kept including a record of children on SEND Support.

*A copy of this policy can be obtained from the Nursery Offices or downloaded via our website [www.acorns2oaksnursery.net/home/policies](http://www.acorns2oaksnursery.net/home/policies)*

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| <b>Reviewed by:</b><br>Beverley Noble | <b>Signed:</b><br> | <b>Date:</b> Sept 2019<br>Review: Sept 2020 |
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