

Special Educational Needs & Disabilities (SEND) Policy

The Rainbow as a registered early years setting delivering the EYFS curriculum and in receipt of government funding, is required to follow procedures outlined in the **2015 Special Educational Needs & Disabilities (SEND) Code of Practice 0-25 years**, for the identification and assessment of educational needs.

2015 Code of Practice (updated May 2015)

The code sets out a legal policy framework for early years settings and the local authority to meet the requirements of children with SEND. Settings are required to appoint an SEND co-ordinator (Senco) to support early identification and intervention of children with SEND. Although responsibility for inclusion is a matter for all members of staff, the Senco co-ordinates the day to day operation of the SEND policy and provision. The manager is responsible for ensuring that effective practice is carried out and that policies and procedures reflect relevant legislative duties.

The staff member designated as Senco

The special educational needs & disabilities co-ordinator is Laura Evamy.

The person responsible for ensuring effective practice is carried out

Manager –Kim Windebank

The code requires us to ensure children with SEND are identified and assessed at an early stage and that effective provision is made for them.

The principles of the 2015 SEND Code of Practice

- Children with SEND should have their needs known and met.
- The special educational needs of children will normally be met within mainstream schools and settings.
- Children with SEND should be offered access to a broad balanced and relevant education.
- Parents should play a vital role in supporting their child's education.
- The views of the child should be taken into account.

All early years settings are required to comply with duties as outlined in the **Disability Discrimination Act (DDA) 1995 pt.3**

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The act states that settings must

- Not treat a disabled child less favourably
- Be able to make reasonable adjustments for disabled children

Admissions under the Disability Discrimination Act (DDA) 1995 pt.3

- The Rainbow welcomes applications from all children in accordance with the 1995 Disability Discrimination Act (DDA) 1995 pt.3
- Places will be offered according to the admission policy

Identifying children with special educational needs at the early years stage

Through information provided by parents and carers, our own observations, trackers, assessments, a variety educational of audit tools, Child developments audits and practitioner knowledge, we can identify children who are experiencing difficulties and need extra help.

Children learn in different ways and have different levels of need. We follow a step by step procedure to support them.

Step1. SEO (Supporting evidence observations)

SEO involves staff highlighting concerns to the Senco regarding their own key children or any other children in the nursery. These concerns can be on any area of development e.g. Speech and language, behaviour, listening and attention, social skills etc. A number of observations will start to be collated regarding a child; these will then form the body of evidence to present to parents/carers regarding our concerns with the child. **This is in accordance with our core local offer and if necessary, the view may be to continue to monitor or to move onto the next step.**

Step 2.Enhanced local offer

Intervention at the level **enhanced local offer** involves staff and the Senco providing identified children with extra support. This may be a different method of teaching, providing extra time or the use of particular equipment and resources. At this point we may look for advice from outside agencies, with permission from parents. And we may also apply for extra funding, in the form of an inclusion grant.

The Individual Support Plan

An **Individual support plan** takes the form of targeted support (**ISP**) The Senco will arrange a meeting with parents/carers to discuss the child's needs and aspirations. All practitioners (not just the Senco) are expected to be part of the record keeping and target setting for pupils with SEND. An ISP is a working document which outlines the support that is going to be provided in addition to, or different from the normal provision.

It will be broken down into sections:

One page profile – this lists the child's needs, child's likes & dislikes, parent/carers aspirations for the child

Assess- this determines what is working, what isn't working

Plan – the child's priorities & outcomes

Do – Short term targets set for the child and the teaching strategies to be used

Provision map – The provision to be put in place

Review - When the plan is to be reviewed and the outcome of the action taken

A child may only to be on an ISP for a short while, or it may need to be used for many years depending upon their progress. ISP's need to be reviewed regularly and a review date decided upon in advance. Parents and carers are consulted regularly and kept informed.

If a child is not making sufficient progress according to the outlined time frame our Senco will seek the consent of the parents/carers to move forward to the next step

Step 2.Band 1 (ISP & apply for discretionary funding)

At this stage will seek out the support of external specialists who will either have contact with the child in the setting or elsewhere. External specialists may act in an advisory capacity, provide additional specialist assessment, or be involved with working with the child directly. An ISP will be devised which sets out new or reviewed strategies for supporting the child's progress. The child may require an Educational psychologist (EP) or other agencies involvement and may meet the threshold for an EHCP (Educational, health and care plan) Support SEND arrangements will be completed for the child and the child may be issued with a SEN Support notification.

Partnership with parents

The child's needs are paramount and we will do everything within our means to support their well being and development. Meetings between parents and school enable us to gather information which will help us to develop action plans together.

Staff development

Staff are encouraged to attend external SEND training and the nominated Senco is expected to undertake an initial training (2 days) and refresher training at regular intervals. Information gained on such courses will be shared with the rest of the staff.

Liaison with other schools

All information related to the child's SEND gathered during their time at the nursery will be passed on to mainstream school or specialist school. There will be planned transition meetings between all parties to ensure the child's move from one establishment to another runs as smoothly as possible.