



Norfolk House Nursery

## Special Educational Needs/Disability Policy and Procedures

The Safeguarding and Welfare Requirements

3.67

Inclusion is about meeting children's individual needs so that they are able to thrive in mainstream settings and achieve their full potential. Norfolk House Nursery seeks to remove barriers that prevent children from participating and learning.

### Aims:

- To support children and adults who have a SEN and/or Disability within nursery.
- To commit to using Team around the Child/Family approach when working with parents and other agencies.
- To adhere to current legislation for Early Years children with SEN and/or Disability.
- To challenge inappropriate attitudes and practices.

We believe the needs of each individual child are paramount and our aim is to ensure that all children regardless of gender, race, class or disability will have the right to:

- A broad and balanced curriculum.
- Be valued, confident and have their self-esteem enhanced.
- Be cared for and educated within a warm, inviting, stimulating and well-resourced environment, where diversity is valued and there is respect for every individual child.
- Access play materials in a warm caring atmosphere that values all the children irrespective of whether they are disabled or non-disabled.
- Provision that is inclusive.

In order to achieve these principles, we aim for all Norfolk House Nursery staff to have good knowledge and understanding of the individual needs of every child in our care. This is to ensure all children's individual needs are met, and are fully supported for the child to reach their full potential.

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## Admission Arrangements

Norfolk House Nursery welcomes children from all backgrounds and abilities. Prior to a child starting we arrange with the parents a number of introductory visits. These are short visits of approximately one – two hours.

We welcome parents and children to spend some time in nursery. This enables the child to become familiar with the setting and some of the staff and children, with the security of having their parent present. It is also an opportunity for the parents to meet the staff and exchange important information. The exact number and timing of these visits will vary according to the individual needs of each child.

‘Child Details’ and ‘Getting to Know You’ packs are completed by the parents prior to the child commencing their place at Norfolk House Nursery. This is to ensure we have as much information in order to meet the child’s individual needs.

## Partnership with Parents and Support Services

Partnership with parents is very important. Parents are experts on their own child and are their child's first and main educators. To meet the needs of children in our care effectively, we need to build strong relationships with parents and make sure sharing information is a two-way, on-going process. Our aim is to achieve an open, supportive relationship with parents, who are made to feel welcome, involved and fully informed about what happens at nursery. Parents can be reassured that their child is going to be well cared for and encouraged to develop and learn in an environment which values their contribution on a day to day basis. They will be kept fully informed about their child's development and general progress. Good, clear communication means that the needs of the child and his/her family can be met more easily.

We will work with families, respecting and understanding their culture, background and composition, ensuring that working parents are offered every opportunity to take part in nursery activities and outings. All information given by parents will remain confidential except in issues of child protection or in a medical emergency (please see Safeguarding Policies and Procedures), when appropriate details will be shared with the Local Authority or Medical Staff. In such circumstances, parents will obviously be informed and kept up to date (please see Safeguarding Policies and Procedures).

We ensure that accurate written records of conversations/information shared with parents and agencies are kept.

Parental consent is sought before a child is referred to any agencies (please also see Safeguarding policy and procedures), where consent is not given the Senior Nursery Manager, the Nursery Manager, Setting SENCO and the child’s Key Person will meet to discuss whether or not we can continue to meet the child’s needs.

We will ensure that we work with our Area SENCO as to appropriate referrals and available support from other professionals or agencies.

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## Facilities, Staffing and Training

Norfolk House Nursery would make ‘reasonable adjustments’ in line with the Equality Act 2010.

Training will be sourced in order for the Special Educational Needs Co-ordinator (SENCO) to carry out their role effectively.

Any specialty training required will be sourced as and when required for staff.

## Staff Responsibilities

The Nursery Manager takes overall responsibility for ensuring that this policy is consistently implemented by all staff. The Nursery Manager is also responsible for appointment of a SENCO and supporting them in their role.

All staff are fully aware of the procedures for identifying, assessing and making provision for children with SEND (special educational need/disability), in line with SEN Code of practice 2014.

All staff fulfil their duty to not treat child with SEND (special educational need/disability) ‘less favourably’ and to make reasonable adjustments’, in line with the Equality Act 2010.

The setting-based SENCO’s are:

- 3 Norfolk Road - see notice board
- 28 Harborne Road - see notice board
- 4 Oxford Road- see notice board

They are responsible for co-ordinating provision for children with SEN and/or disability (SEND)

Further details of this role, see below and our Policy and Procedure file.

## Resources, Curriculum and Learning Environment

To ensure that children with SEND (special educational need/disability) are fully included, staff work together to differentiate, adapt and evaluate the environment, activities and resources. The learning environment is organised with the individual needs of each child. Staff are flexible with regard to room layout, routines and timings and have access to appropriate resources. At staff meetings the team reviews the room layout to ensure it meets the needs of all children. In addition, we would access local toy libraries and specialist resource centres if additional resources are needed.

We display positive images of children/adults with SEND (special educational need/disability) throughout the setting.

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## The Special Educational Needs Co-ordinator

Norfolk House Nursery has designated members of staff who have overall responsibility for Special Needs (SENCO). The Special Educational Needs Co-ordinator at Norfolk House Nursery will take overall responsibility for issues around special needs/disability (SEND) and they will work alongside the child's Key Person, Nursery Manager and the parents to ensure additional needs are met. Part of this role also is to ensure that inappropriate attitudes and practices are challenged and that monitoring and evaluating the effectiveness of inclusive practice throughout Norfolk House Nursery is in place.

The identified SENCO's and are responsible for the Special Educational Needs provision at Norfolk House Nurseries.

### The Role of the SENCO (taken from SEN Code of Practice 2014):

- Ensure all practitioners in the setting understand their responsibilities to children with SEND (special educational need/disability) and the nurseries approach to identifying and meeting the child's needs.
- Advising and supporting colleagues.
- Ensure parents are closely involved throughout and that their insights inform action taken by the nursery.
- Liaise with professionals or agencies beyond the setting

### The SENCO will work alongside the Child's Key Person to ensure that we:

- Work in full partnership with parents.
- Consider the views of the child.
- Ensure that relevant background information about individual children with special education needs is collected, recorded and updated.
- Ensure that appropriate plans are in place and reviewed regularly.
- Liaise with outside agencies.
- Attend SENCO training courses.
- Advise and support other staff at Norfolk House Nursery.
- Ensure that practices promote and value diversity.

### Area SENCO Role

The SENCO will be supported by the Area SENCO, whose key role is to provide advice and access the services that may be able to offer additional support for young children in early year's settings.

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## Special Educational Needs Code of Practice (2014)

### Norfolk House Nursery

Definition of Special Educational Needs taken from the Special Educational Needs Code of Practice (2014)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind. xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

*A child must not be regarded as having a learning disability solely because the language of the home is different from the language in which he or she will be cared for.*

### Children Act 1989

The Act (3.1) defines a category of children "in need" for whom the Social Services Department should provide services, if necessary, to safeguard and promote their welfare. A child is defined in the Act as being in need:

- A. He/she is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining a reasonable standard of health or development, without the provision for him/her of services by a local authority under this part of the act.

Or

- B. His/her health or development is likely to be significantly impaired or further impaired without the provision for him/her of such services.

Or

- C. He/she is disabled

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## Disability Discrimination Act 2005

From September 2002, the Disability Discrimination Act 2005 (DDA) applies to all providers of early years services.

The Disability discrimination Act sets out two main duties:

- Not to treat a disabled child or child with special educational needs less 'favourably'.
- To make 'reasonable adjustments' for SEND (special educational need/disability) children.

### Identification and Assessment

All children are regularly observed and assessed in line with the Early Years Foundation Stage and when concerns about a child's development are raised, the setting-based SENCO oversees a period of detailed observation and assessment.

We place great importance on early identification of special educational needs so that we can support children with their additional needs as early as possible. Once the child's Key Person, who works day to day with the child, identifies additional needs they will liaise with the parents, SENCO and Nursery Management.

If concerns arise the setting-based SENCO will the contact the Area SENCO.

Once needs are identified, a plan will be set up and monitored, on a record of increased differentiation /SEN support plan (formally known as a play plan). Consideration for other children will be monitored.

A child's progress in relation to their in increased diffraction/ will be monitored by all staff and are reviewed regularly, taking account of contributions from the child, parents' staff and any outside agencies.

The next stage is to put a SEN Support Plan (formally known as IEP-EYA) in place to meet the child's individual needs.

If further support is required then an Early Support and SEN Support plan will be drawn up (formally known as an IEP-EYA+).

Following this a Request for an Education and Heath and Care plan will be request and put in place (formally known as a Statement).

*All of the above will be done with the support of the Area SENCO and other agencies.*

This is likely to be because a child:

- ✓ Makes little or no progress;
- ✓ Has difficulty with literacy or numeracy;
- ✓ Has emotional or behavioural difficulties;

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- ✓ Has communication difficulties; or
- ✓ Has sensory or physical problems.

Parents will be able to talk to their child's Key Person or the SENCO about any worries they may have about their child.

SEN Support Plan process will involve:

- Parents/SENCO/Manager/Key Person.
- Keeping parents involved at all times.
- Deciding on action needed.
- Writing/Reviewing plans.
- Keeping records, making observations.
- Collecting information:
  - What do you know?
  - What do you need to know?
  - Who else is involved?
- Seeking the views of the child, where appropriate

If the child needs further help, the child's Key Person/SENCO will then talk to the parents about asking for advice from other people outside the setting. This is called Early Support and SEN Support plan

With the parent's agreement we may then involve the help of:

- ✓ Educational Psychologist
- ✓ Specialist Teacher
- ✓ Speech and Language Therapist
- ✓ Health Professionals
- ✓ Sensory Specialists
- ✓ Behaviour Specialists
- ✓ Area SENCO
- ✓ Health Visitor
- ✓ Paediatrician
- ✓ Physiotherapist
- ✓ Occupational Therapist

Where a child meets criteria for additional adult support, this may be applied for through Inclusion Support in Early Years (ISEY).

### **Transition to another Room, School or another Setting**

When a child moves to another setting or becomes of age to go to school, any records made by the Norfolk House Nursery for a child with a possible SEND (special educational need/disability) will be given to the

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school or setting (with the parents' consent), this is co-ordinated by the SENCO.

We very much seek to plan for transition with staff in the receiving room, setting or School to ensure the child is prepared and their needs continue to be met. The importance and the benefits of providing these records to the school will be carefully explained to the parents.

### Complaints

Complaints are dealt with in line with our complaints policy. In addition, parents may wish to discuss their concerns with the setting-based SENCO and may consult the SEND Information Advice Service (SENDIASS) [sendiass@birmingham.gov.gov.uk](mailto:sendiass@birmingham.gov.gov.uk) or 0121 303 5004.

### Record Keeping and Confidentially/Consent

All records relating to the child's additional needs are held in a 'Record of Additional Support' and is stored securely and will be shared with parents on request.

Parental consent is obtained to share any information with any other agencies

We retain copies of SEND (special educational need/disability) records before passing them to other settings and this copy will be kept for 25 years in line with local authority recommendation.

Please also see Equal Opportunities Policy.

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