



Special Educational Needs and Disabilities (SEND)

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2021)

Special Educational Needs and Disability (SEND) code of practice.

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

At Cressington Manor we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

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.*

Statement of intent

We are committed to the inclusion of all children at our nursery. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities, experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs, and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique, and we do not attempt to categorise children.

We are committed to working in partnership with parents in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

Cressington Manor is committed to ensuring that children with special educational needs/disabilities have opportunities to play, learn and to be able to develop to their full potential alongside other children. Whenever possible, children with special educational needs/disabilities will have access to the same facilities, activities and play opportunities as their peers. At Cressington Manor all of our rooms are wheelchair accessible, we have a lift which ensures that all areas of the nursery are accessible to children and their families. We also provide access to a disabled toilet on the first floor of the building.

At Cressington Manor we undertake a Progress Check of all children at age two in accordance with the Code of Practice (2015) and statutory framework for the EYFS to support early identification of needs.

We will work closely with the child's parents and any relevant professionals if we identify any areas where a child's progress is less than expected to establish if any additional action is required. This may include:

- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority and other professionals
- Observing each child's development and assessing such observations regularly to monitor progress.

Cressington Manor Nursery will:

- Recognise each child's individual needs and ensure all practitioners are aware of, and have regard for, the Special Educational Needs Code of Practice (2015)
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Identify a Special Educational Needs and Disabilities Coordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Practitioners will be provided with specific training relating to SEND and the SEND Code of Practice

- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services where required
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health, and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need

The Special Education Needs and Disabilities Coordinator (SENCO) at Cressington Manor is Patricia Williams-Haines

The role of the SENCO at Cressington Manor includes:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising with professionals or agencies beyond the setting
- taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process
- working alongside the Manager to ensure that all staff are aware of all legislation, regulations, and other guidance on working with children with special educational needs and/or physical disabilities
- working with the Manager to ensure that all practitioners who work with children with special educational needs and/or physical disabilities and have appropriate skills and training
- co-ordinating regular monitoring and reviews of children's progress; involving parents/carers, practitioners, relevant representatives from statutory agencies and, if appropriate, the child themselves. Alongside the Manager, they will also be responsible for ensuring that any actions following such reviews are followed through
- assessing each child's specific needs and adapting facilities, procedures, practices, and activities as appropriate
- to follow a 'Graduated Approach' by applying the cycle of 'Assess, Plan, Do and Review'.
- ensuring that systems are in place to adequately plan, implement, monitor, review and evaluate the SEND policy
- ensuring that children with special educational needs and/or physical disabilities are fully considered when activities are being planned and prepared

- liaising with parents/carers about the needs of their children and the plans and actions of the setting, as well as being the point of contact for parents/carers.
- liaising with our local Consortium group (Group 6) and other agencies and seeking advice, support and training for themselves and other practitioners as is necessary
- supporting all practitioners to become more skilled and experienced in the care of children with special educational needs and/or physical disabilities
- ensuring that all children are treated with equal concern and respect and are encouraged to take part in all activities
- ensuring that accurate observations and assessments of children's progress are regularly made and properly recorded
- provide a broad, balanced and differentiated curriculum for children with special educational needs
- signpost parents and families to our Local Offer in order to access local support and services
- review children's progress and play-plans every six to eight weeks and work with practitioners and parents to agree on further plans
- monitor and review the SEND policy and procedures annually
- raise awareness of any specialism the setting has to offer e.g. Makaton trained staff

The Graduated Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, we adopt a Graduated Approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our SENCO and appropriate records will be kept according to the Code of Practice.

Assess

In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services, or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEND support, and having formally notified the parents, the key person, and the SENCO, in consultation with the parents, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will consider the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related practitioner development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and considering the child's views. Information will be shared with parents about the impact of the support provided.

SEND REGISTER

At Cressington Manor, a record is kept by the SENCO which details all children who are supported on a SEND Register. This enables the management team in the nursery to monitor the level and range of children with SEND who attend the setting.

Parents will always be informed that their child has been placed on the register and be able to view this, whilst the SENCO maintains the confidentiality of the other children also recorded on the register.

PARENTS AS PARTNERS

Cressington Manor believes that early identification of a child's individual needs and taking proactive steps by working alongside parents/carers views, wishes and feelings will enable all necessary professionals and agencies to collaborate allowing all children to be able to play a full, active, and equal part in the settings activities. We are committed to establishing an effective collaboration between all agencies working with a child and actively support a multi-disciplinary approach to meeting children's SEN.

"It is important that a child or young person, and the child's parents, participate as fully as possible in decision making, and are provided with the information and support necessary to enable participation in those decisions"

Only by working in effective partnership with parents will practitioners be able to meet the needs of the individual children fully. When a child presents with specific needs that have already been identified, practitioners are required to gather from parents (and any other settings attended or previously attended by the child) all information available to support the inclusion of the child.

Ongoing dialogue and shared written information will ensure that an accurate assessment of the child's abilities and needs is maintained. When a child is identified by a practitioner as experiencing difficulties in specific areas which may require additional or alternative interventions, they are best placed to decide when to inform the parents that their child is likely to receive Special Educational Provision. However, this information must be shared at the earliest opportunity and be part of a natural process for regular communication between nursery and home.

Practitioners should always provide support for parents, recognising that they may not previously have been aware of their child's difficulties, whilst realising that information shared should be full and accurate.

At all stages of SEND provision, practitioners must maximise opportunities for parental involvement, ensuring that parents are encouraged to contribute their knowledge of their child's development and learning, and help to set targets through Play-Plans.

Play-Plans

A play-plan is a tool used by the SENCO, parents, and practitioners to set SMART targets and interventions to help with the development of an individual child. The interventions may have been suggested by any outside agencies that has been involved with the child, such as SALT or SENISS for example. Play-plans include information about what the child is interested in, what they enjoy doing, what they are good at, what next steps are going to be put into place to help support them further, and what resources will be provided to help them to achieve their goals. Play-plans are reviewed every 6-8 weeks in collaboration with the child's parents. The reviews contain information about how successful the play-plan has been, the views of the child's parents and what support the child needs moving forward.

EHAT-Early Help Assessment Tool

An EHAT is a tool used for gathering information and a standard approach in assessment for the identification of Early Help needs.

The EHAT helps practitioners to gather and understand information about the needs and strengths of children and the family. This is based on discussions with children and their family and other practitioners as appropriate.

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (*Working together to safeguard children*).

Early Help is about:

Identifying needs of children, young people, and their family across a continuum of need.

Understanding and responding quickly to identified needs.

Listening to children and Families so that their views are informing what happens next.

Supporting and re-focusing resources from crisis to prevention and helping to avoid concerns repeating over time.

Supporting families to achieve their full potential and thereby mitigate the impact of issues such as child poverty and health inequalities.

Providing the context for multi-agency working to help children and families achieve improved outcomes.

When is an EHAT needed?

The EHAT will promote more effective, earlier identification of additional needs, particularly in universal services. It is intended to provide a simple process for a holistic assessment of children's needs and strengths, taking account of the role of parents, carers, and environmental factors on their development.

Practitioners will then be better placed to agree, with the child and family, about what support is appropriate. The EHAT will also help to improve integrated working by promoting co-ordinated service provision.

For further information regarding EHAT's, practitioners and parents can contact:

South Hub: Belle Vale Children's Centre Tel: 0151 233 4447 : EHLHsouth@liverpool.gov.uk.

To view the EHAT document please visit

<https://www.liverpool.gov.uk/referrals/childrens-social-care-referrals/make-an-ehat-referral/#doce0a0a4be-036a-4ec6-ad33-c107e8cfba5e-1>

Education and Health Plan (EHC)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and consider a wide range of evidence, including:

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's SEND
- evidence of the action already being taken by us as the early years provider to meet the child's SEND
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional, and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other agencies to ensure that the child receives the support they need to gain the best outcomes.

We will review this policy annually to ensure it continues to meet the needs of the children/parents and our nursery.