

## MISS DELANEY'S

### Safeguarding and Welfare Requirement: **Equal Opportunities**

Miss Delaney's will implement its policies and procedures to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

## 9.2 Supporting children with Special Educational Needs and Disabilities (SEND)

### Policy Statement

Miss Delaney's accepts and welcomes children with special education needs and disabilities. Our Nursery school aims to combine the Special Educational Needs and Disability (SEND) Code of Practice (2014) together with the guidelines for good practice as supplied by staff training organisations.

### Aims for inclusion

It is our policy that, whenever possible, we integrate children with special educational needs and/or disabilities, into our classrooms and promote the welfare and development of each individual child. Children with SEND are given the same opportunities as every other child within the Nursery and their learning and activities are planned to promote their welfare and development. Miss Delaney's provides an environment in which all children, including those with SEND, are supported to reach their full potential.

### Identifying Children with SEND

Miss Delaney's will use the SEND Code of Practice 2014 to identify and assess the special educational needs of the child. Our system of observation and record keeping enables us to monitor children's needs and progress on an individual basis, which is then shared with the parent before any further action is taken.

Children may be identified as having difficulties in one or more of the following four broad areas of need:

- **Communication and Interaction:** Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty understanding what is being said to them or they do not understand or use social rules of communication. These needs may change over time.
- **Cognition and Learning:** Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), such as dyslexia or dyspraxia, affect one or more specific aspects of learning.
- **Social, emotional and mental health difficulties:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours can reflect underlying mental health difficulties such as anxiety or depression, attention deficit disorder or an attachment disorder.
- **Sensory and/or physical needs:** Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. This may include vision impairment, hearing impairment or multisensory impairment. Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers (Code of Practice 6.28-6.35).

### Medical conditions

As stated in the SEND code of practice, all Early Years providers should take steps to ensure that children with medical conditions get the support required to meet those needs. This is set out in the EYFS framework. Miss Delaney's will support children requiring epi pens for allergies and inhalers for managing asthma. We will work with parents to meet the needs of children requiring medical assistance and ensure staff are trained appropriately. All staff will be alerted to a child's specific treatment plan in case of emergencies. These plans and responses will be kept in a secure place in that child's classroom or displayed by the entrance to the class where appropriate.

\* See end of document for details

## **A graduated approach to SEND support**

- Where an internal concern is expressed, either by a teacher or parent, the procedures as stated in the Code of Practice will be followed – a copy of which can be obtained from our SENDCO officer who is appointed to ensure these practices are being met.
- We use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Health Care Plans (IEHCPs) to support the learning and development of children with SEND.
- All staff are responsible for the four stages of action (*Assess, Plan, Do, Review*) with the support and guidance of the SENDCO and specialist staff.
- Miss Delaney's ensures that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- Staff are provided with training and support based on the individual needs of the children within their key groups.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs. These can be accessed by staff in the locked SENDCo cupboard in the Head Teacher's office or through One Drive.
- We liaise with other professionals, including external agencies, involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We provide parents with information on sources of independent advice and support.

## **The role of the SENDCo**

- Typically, the role of the Area SENDCo includes:
- Providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEND Code of Practice;
- Providing day-to-day support for the settling in ensuring arrangements are in place to support children with SEND;
- Strengthening the links between the settings, parents, schools, social care and health services. Developing and disseminating good practice;
- Supporting the development and delivery of training, both for individual settings and on a wider basis;
- Developing links with existing SENDCo networks to support smooth transitions to school nursery and reception classes;
- Informing parents of, and working with, local impartial Information, Advice and Support Services, to promote effective work with parents of children in the Early Years;
- Overseeing the gathering of evidence by teachers;
- Centralising the filing of all relevant information of children with SEND;
- Maintaining the relevance of evidence gathering and assessing next steps.

## **Working in partnership with parents**

- We aim to work in close partnership with parents and carers with regards to the children in our care.
- All communications with parents with regards to children with SEND or concerns about a child with possible SEND are relayed through the school's SENDCo.
- Where appropriate, the school will liaise directly with third party therapists to provide additional support within the setting, meeting the individual needs of the children. However, parental consent must be obtained in writing before correspondence begins.
- The school will share resources with the parents to ensure consistency of interventions and language support for children with SEND.
- Unless otherwise necessary, multi-disciplinary meetings about children with SEND will be held on a termly basis within the school with parents, teachers and all third party therapists invited to attend.
- Parental meetings may be arranged to discuss a child's progress or needs at any time pending the SENDCo's availability.

## Complaints procedure

- We monitor and review our policy, practice and provision every 12 months and make adjustments if necessary;
- There is a complaints policy available for parents and carers that can be obtained from the School Office.

## Further Guidance

- Special Educational Needs and Disability Regulations (DfES 2014)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2009)
- SEND Code of practice 0:25 Years (2014)

## Other useful Pre-school Learning Alliance Publications

- The Role of the Early Years Special Educational Needs Co-ordinator SENCO (2006)

### ROYAL BOROUGH OF KENSINGTON & CHELSEA SENDCO DEPARTMENT

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Date to be reviewed \_\_\_\_\_ (date)

Signed on behalf of Miss Delaney's \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair, director or owner) \_\_\_\_\_

Reviewed by N. Firkin and the SENDCo June 2017. To be reviewed June 2018.

Reviewed by L. Murray and the SENDCo May 2019. To be reviewed May 2020.

Reviewed by L.Murray and the SENDCo January 2020. To be reviewed January 2021