



## OPERATIONAL PLAN STANDARD 10 – SPECIAL NEEDS

### *Supporting Documentation S10.1 SEND Policy and Procedure*

Kaleidoscope Nursery operates with regard to the DfES Code of Practice on Special Educational Needs which takes account of the SEN provisions of the Special Educational Needs and Disability Act 2001.

We aim to include and integrate every child into a caring and stimulating environment in which the mental and physical development of each child can be monitored and progressed within secure surroundings.

A child has Special Educational needs if they have a learning difficulty which calls for special educational provision to be made for them. A child has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind, generally provided for children of the same age in schools within the area of the Local Education Authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above, or would do so if special educational provision was not made for them.

A child must not be regarded as having a learning difficulty solely because the language, or form of their native language is different from the language in which they will be taught.

Special Educational provision means:

- a) for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in schools maintained by the LEA, other than special schools, in the area.
- b) for a child under two, educational provision of any kind. [See Section 312, *Education Act 1996 Chapter 1: Principles and Policies 7 Definitions in the Children Act 1989 and the Disability Discrimination Act 1995*]

The Nursery recognises the Disability Discrimination Act 1995. Since September 2002 the Disability Discrimination Act 1995 (DDA) has applied to all providers of early years services. The Act states that it is unlawful to discriminate against a disabled child in the provision of any service. There are two main duties set out in the Act:

- Not to treat a disabled child less favourably
- To make 'reasonable adjustments' for disabled children

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. Section 17 (11), Children Act 1989. A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. Section 1(1), Disability Discrimination Act 1995 1:4 A child may fall within one or more of the definitions.

#### EVERY CHILD MATTERS

\*BE HEALTHY \*STAY SAFE \*ENJOY AND ACHIEVE \*MAKE A POSITIVE CONTRIBUTION \*ACHIEVE ECONOMIC WELL-BEING

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**Liaise with other Professional Bodies and Outside Agencies:**

We aim to enable every child to have equal access to the curriculum in an environment where every child is equally valued and respected. We will liaise with other external professionals, where relevant. Professionals will include the Dorset Early Years team, SALT, Portage, Health Visitors, Hearing of the Deaf, EY Support Services etc.

If any parents have any queries or concerns about the Nursery's policy or practice then they should arrange a meeting with the managers. If, after this meeting there are still unresolved issues, then we will contact the Disability Rights Commission, which provides a range of information and guidance on the Disability Discrimination Act: 0845 604 8810.

**Liaise with other Professional Bodies and Outside Agencies Outside of County:**

Kaleidoscope Nursery wishes to ensure the best care and education for all children, regardless of whether they live in Dorset or other surrounding counties. However, we also understand that we will receive no support, no portage visits and have little chance of funding for any children living across the border. We will therefore do everything possible to support these children, but will be clear with parents/carers of the limitations surrounding us as a Dorset setting should their child require additional support.

**Responsibility for implementing the Special Needs and Disability Policy**

The Supervisors – Chantelle Matts, Amy Osment  
SENCo's – Amanda Dyer, Fay Dale, Tilly Potter

- Have regard to the 0-25 SEND Code of Practice and have arrangements in place to support children and their families with SEND.
- Fulfil all responsibilities under the Dorset County Council 'Local Offer'
- Be responsible for the day-to-day operation of the policy as well as co-ordinating provision for the children
- Be responsible for liaison with parents, staff and other agencies
- Regularly check staff's observations, record-keeping and IPs
- Have an overview of each child
- Expect outside agencies to respect Nursery policies when they visit
- Be aware of Nursery policies.
- Be introduced to all children in the group.

**Aims**

- To offer a broad and balanced curriculum with as much access to the EYFS as possible
- To ensure that all children with SEND engage in all activities and are fully included
- To develop a support system and strategies that will enable the SENCO to work alongside the Nursery team so as to work effectively with children and their parents
- To have a positive approach, building on children's strengths and taking into account their wishes in the light of their age and understanding
- To work in partnership with parents
- To work in partnership with outside agencies
- To monitor and review individual needs of children, enabling early identification and to facilitate early intervention

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#### **Assessment**

Observation and development forms are used for all Nursery children. If a child is not following the appropriate stage of learning relevant to their age, it is important to review the child's progress as a whole, before considering that a child has SEND as all children develop at different rates. In order to fully assess a child's individual needs, their EYFS tracker, 2 year progress check (where applicable), IP's and Welcomm will be considered; further parental involvement is also crucial when establishing that a child has SEND.

#### **Record Keeping**

Individual Plans (IPs) are drawn up by a collaboration between the nursery SENCO, the child's Key-Person and their parents; setting short-term goals with SMART targets. IP's are constantly updated as they are working documents and they are then formally reviewed every three months.

#### **The Curriculum**

Children with SEND should have full access to the Foundation Stage curriculum. All SEND children will have a one-page profile which is reviewed termly.

#### **Identification and Assessment**

- This will be the responsibility of all staff
- The Key-Person for the child will make observations
- The SENCo team will help staff in their observations and consult other agencies
- The SENCo team will support staff to speak to the parents about their child's situation
- Observations will be made throughout the day
- We treat all children as individuals and involve them all in small group work appropriate to their needs and development
- It is the parents' responsibility to tell staff of any issues that may affect their child

#### **Identifying Needs**

- Nursery staff will raise concerns they may have with the SENCO team
- Discussions may take place in staff meetings
- Parents may approach staff with their concerns
- The children themselves, may identify that they have a need through difficulties they may have
- If a child transfers from another setting the SENCO will check records for information concerning a child's special educational needs

#### **Planning and Resourcing**

- If extra funding is necessary the Supervisor will approach outside agencies
- Identification can be made at any time
- Six weekly reviews will be completed of the child and the IPs
- The SENCO's time will be variable depending on the needs of the child
- Key-persons will have time when necessary to discuss concerns
- Parents will be involved as much as possible and time will be given for discussions between parents, Key-persons and the SENCO where necessary
- IPs are to be signed by the parents, the Key-person and the SENCO
- Funding should be available for training

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#### **Confidentiality**

All information and IP's on each individual child will be kept strictly confidential within the Nursery.

#### **On-going Monitoring**

- SEN Register review termly.
- Vulnerable children review termly.
- IP review every three months.
- Monitoring of children review termly.
- Regular discussions at staff meetings.
- SEND information logged on the SEN Trello to ensure a chronology of events.

#### **Staff Development Courses**

Members of the SENCo team at the setting will attend 'The Role of the SENCO' training as well as any other training deemed necessary or appropriate.

#### **Graduated Response**

We follow the Graduated Response when assessing and monitoring children's needs as follows in the steps below:

- 1) We offer a differentiated curriculum that all children can access, including IP's where necessary
- 2) We offer targeted support for each child, calling on the knowledge and expertise of other professionals such as the Early Years Team, the Children's Centre and the Health Visitor
- 3) We offer targeted support for each child, calling on the wider knowledge and expertise of outside agencies such as the Health Services and Portage
- 4) We complete an Education and Healthcare Plan Needs Assessment
- 5) We complete an Education and Healthcare Plan in good time

#### **SEN Files**

All correspondence relating to SEND children will be copied to the child's keyworker, to the child's personal file and onto the SEN Trello, which also includes comments from parents and/or correspondence from external professionals.

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**Nursery Philosophy**

- All children in the group, irrespective of their special needs or disabilities, are encouraged wherever possible and appropriate to participate in all the group’s activities
- Our system of observation and record keeping enables us to monitor children's needs and progress on an individual basis.
- The needs and progress of children who have special educational needs are monitored by our group’s SENCO
- Our Key-person system ensures that each adult is responsible for, and close to, just five or six children, so each child receives plenty of adult time and attention.
- If it is felt that a child's needs cannot be met in the nursery without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child’s needs.
- We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs.
- Our staff attend relevant training to support their work with children with SEND.
- Links will be established between the nursery and external support services, including the local authority and voluntary organizations.
- Policies and procedures relating to special needs and disabilities are reviewed annually or as necessary.
- Where a child with individual needs requires specialist help, our staffing arrangements will be re-addressed to accommodate these wherever possible, and at all times where Dorset or Somerset County Council has provided dedicated financial support to provide for additional staffing.

**Partnership with Parents**

We hope that all parents will play an active and valued role in their child’s education. Parents should have access to information, advice and support during the assessment of their child. Nursery staff should be sensitive to the parents’ feelings, and should present a positive attitude. Referrals will only be made with the permission of the child's parent/carer, which they must give through signing the referral permission form.

**Cross-Reference to Other Policies:**

In order to complete our commitment to Safeguarding, this policy runs alongside the policies and procedures, as set out below:

British Values	S6.3
Child Protection Policy and Procedure	S13.4
Curriculum Policy and Procedure	S3.1
Emergency Procedure	S6.7
Equal Opportunities Policy	S9.1
Medication Policy and Procedure	S7.2
NIM Children policy	S13.5
Risk Assessments	SEE STANDARD 6 – SAFETY S6.20 - S6.29
Safeguarding Children	S13.1

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