



Sunflowers Day Nurseries (EY) Ltd

Special Educational Needs and Disability Policy

*"Tell me and I forget. Teach me and I remember.
Involve me and I learn." - Benjamin Franklin*

Sunflowers Day Nurseries (EY) Ltd are **committed** to being fully inclusive to all who wish to use our nurseries. We believe all children should be treated equally and given the same opportunities to flourish and to develop to their full potential. Sunflowers Day Nurseries (EY) Ltd understand the importance of:

- the responsiveness of the nursery to any cause for concern; and
- the nursery's approach to identifying and responding to special educational needs.
- working in partnership with outside agencies

Sunflowers Day Nurseries (EY) Ltd.'s approach to assessing SEND is firmly based on our overall approach to monitoring the progress and development of all children. From the moment a parent decides to bring their child to a Sunflowers nursery, the process of developing a relationship with the parents/carers and the key person begins.

The process consists of:

- Settling in sessions are organised around the requirements of the parents/carers. Parents/carers can have as many sessions as they wish. These sessions give the parents/carers the opportunity to get to know the staff caring for their child, get to know the routines within the room and to build a relationship with their child's key person. Similarly, the key person uses these sessions to get to know the child and their routine and along with the parent/carer complete the All About Me forms.
- Within the first two weeks of the child starting nursery a baseline assessment is done to ascertain the child's development and what areas of learning are to be worked on.
- A daily diary is completed for all the children up to pre-school age detailing what their child has been doing throughout the day, this a communication tool parents/carers can use to keep the nursery informed of any relevant information.
- The key person creates a picture of the child in order to recognise any additional needs the child may require.
- The key person carries out observations on the child and next steps are created and put into the planning which are linked to the Characteristics of Effective Learning, the planning of activities, the continuous provision and well-being and involvement.



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- These observations are uploaded to the child's Tapestry account, once checked by the Manager, for parents/carers to view and comment. Parents/carers can upload their observations at home as well as photos and videos to show areas of development.
- The Managers produce trackers for the key person from the observations which show the areas of development and areas of learning which need more work on.
- Every 6 weeks the staff have room meetings where they evaluate and analyse their key children utilising the trackers produced by the Manager where areas of development have been identified and need to be incorporated into the planning.
- The team staff meetings follow the room meetings where any information is shared with regard to any children with special educational needs.
- Each term a Summative Judgement is filled out by the key person detailing the progress and areas of development in all seven areas of learning, this is shared with parents/carers.
- The Managers develop an action plan from their overview which details to the key person what needs to be incorporated into their planning and also may highlight any training requirements for the staff.
- Sunflowers has an open door policy for parents/carers to have time to speak with their child's key person if they wish. There is a Parent Evening twice a year for parent/carers to come along and discuss their child's progress in more detail if they wish.

The above points detail the process by which the key person and parents/carers communicate about the child and show the opportunities where any development concern can be identified. Sunflowers staff are alert to emerging difficulties and respond early to any concerns they have with their key children. Relationships between parents/carers and the key person are important as the parents/carers know the child best and need to have the confidence in the key person to help the child achieve the best outcomes.

Two Year Progress Check

When a child is aged between two and three, their key worker must review the progress of the child and provide a short, written summary of the child's development for the parents/carers. This written summary focuses particularly on the prime areas: communication and language, physical development and social and emotional development. This Progress Check must highlight areas where:



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- good progress is being made;
- some additional support might be needed as identified by the age and stage of the child
- there is a concern that a child may have a developmental delay

If there are significant concerns the key person will always develop a targeted plan to support the child under the guidance of the Special Educational Needs and Disabilities Coordinator (SENDSCO) involving the parents/carers and any other professionals. The Two-Year Progress Check will describe activities and strategies we as a nursery intend to adopt to address any issues or concerns.

At the same time the Key Person is preparing the Two Year Progress Check, the child's Health Visitor or a Community Nursery Nurse will be gathering information on the child's health and development, allowing them to identify any developmental delay and any particular support from which they think the child/family might benefit. The Health Visitor can make appropriate referrals as needed but depending on the type of referral it may require the child's Key Person to make the referral to further services, the Area SENCO would provide guidance if this was the case.

Where Next

Discussions will take place between the key person and the parents/carers, with the support of the nursery SENDSCO, Area SENDSCO and any other professionals, to consider whether the child has a special educational need or disability or whether their delay in development is down to other factors. These discussions may highlight the need for more specialist expertise to identify the child's needs; specialist teachers, educational psychologists or health, social services or other agencies. The settings work in conjunction with the East Riding Local Offer, which provides Early years support. Early Years Support aims to facilitate early intervention, information sharing and planning across services for babies/ children under the age of 5 years where support may be needed regarding their learning/development and or physical/medical needs with a named lead professional. A link for parents on the Local Offer can be found on the Sunflowers website.

Where a child is identified as having a special educational need or disability. Sunflowers will work in partnership with the parents/carers to establish the support the child needs and create an Individual Support Plan. A graduated approach will be adopted with four stages of action: assess, plan, do, review. This cycle of action:

- Will be led by the child's key person, supported by the nursery SENDSCO
- Parents/carers will be engaged throughout, and appropriate consent will be sought



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- Action will be informed by the child's views throughout
- The cycle will be revisited in order to identify the best way of securing good progress.

Throughout the cycle, the child's views are represented by the parents/carers and the key person.

At the same time as assessing special educational needs, Sunflowers Day Nurseries (EY) Ltd will consider whether a child may count as disabled under the Equality Act and may require reasonable adjustments as well as special educational provision. Risk assessments will be carried out to ensure that children and staff are supported safely and effectively.

Assess, Plan, Do, Review

Assess

The key person works with the setting SENDCO and the child's parents/carers to:

- Bring together all the information
- Analyse the child's needs

This discussion will build on, and may be held at the same time as, the discussion with parents about their child's SEND and the decision to make special educational provision for them. Special educational needs are generally thought of in 4 broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These broad areas are not definitive, and Sunflowers recognises that individual children often have needs that cut across all of these areas and that children's needs may change over time. Where there is a need for more specialist expertise to identify the nature of the child's needs, or to determine the most effective approach, specialist teachers, educational psychologists or health, social services or other agencies may need to be involved.



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Plan

When the broad approach to SEND Support has been agreed, the key person and the SENDCO agree, in consultation with the parents/carers:

- The outcomes they are seeking for the child
- The interventions and support to be put in place
- The expected impact on progress, development, behaviour
- Date for review

Plans will:

- Take into account the views of the child
- Select the interventions and support to meet the outcomes identified
- Base interventions and support on reliable evidence of effectiveness
- Be delivered by practitioners with relevant skills and knowledge
- Identify and address any related staff development needs

Do

The key worker:

- Remains responsible for working with the child daily
- Implements the agreed interventions or programmes

The SENDCO supports the key person in:

- Assessing the child's response to action taken
- Problem solving
- Advising on effective implementation

Review

On an agreed date, the key person and SENDCO working with the child's parents/carers, and considering the child's views, will:

- Review the effectiveness of the support
- Review the impact of the support on the child's progress
- Evaluate the impact and quality of the support



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Considering the child's progress, they agree:

- Any changes to the outcomes
- Any changes to the support and
- Next steps

SEND Support - What next?

At each stage the Key Person and SENDCO consider, with the parents/carers, and informed by the child's views, whether the child is making expected progress, and whether:

- Special educational provision and SEN support continue to be required
- To revisit the cycle in more detail or with increased frequency
- A more specialist assessment may be called for through the referral process done by the key worker, SENDCO and parents/carers
- Staff require more specialist advice, or the child requires more specialist support
- More specialist expertise is needed to inform reasonable adjustments and access arrangements for a disabled child
- The child requires an EHC assessment (Education, Health and Care Assessment)

Sunflowers Role of the SENDCO

The role of the SENDCO involves:

- Ensuring all practitioners in the nursery understand their responsibilities to children with SEND and the nursery's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents/carers are closely involved throughout and that their insights inform action taken by the nursery, and
- Liaising with professionals or agencies beyond the nursery
- Delivering in house training to practitioners on relevant support and strategies



Sunflowers Day Nurseries (EY) Ltd

Sunflowers Day Nurseries (EY) Ltd adhere to the following legislation and Acts in the care of all children:

- The United Nations Convention on the Rights of the Child (1991)
- The United Nations Convention on the Rights of People with Disabilities (2009)
- The Equality Act (2010)
- The Statutory Framework for the Early Years Foundation Stage (2014)
- Special Educational Needs and Disability Code of Practice: 0-25 years (2015)

Staff	Date	Review date
Karen/Tracy/Koren/Amy/Sheila	September 2019	January 2020