



Flo's Nature Nursery

Supporting Children with Special Educational Needs and/or Disability (SEND)

Note: The term 'parent' is used throughout to indicate those people with legal responsibility for a child.

SECTION A: CHILDCARE ARRANGEMENTS

High quality provision that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is different and additional to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has Special Educational Needs if he/she has a learning difficulty or disability that calls for special educational provision to be made.

A child has a learning difficulty or disability if she/he:

- has a significantly greater difficulty in learning or development, or
- has a disability which prevents or hinders him/her from making use of educational or childcare facilities of a kind generally provided for others of the same age.

The staff at Flo's Nature Nursery recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all children can develop to their full potential and become confident, independent individuals.

To achieve this we:

- ensure that our environment is responsive to all the children in our care
- promote positive attitudes and individual confidence, ensuring all children progress
- identify, assess, record and regularly review children's Special Educational Needs
- encourage parents to be involved in planning and supporting at all stages of their child's development
- make effective use of support services and other professionals

Provision for children with Special Educational Needs is the responsibility of every staff member.

Legal responsibilities

The steering group of the nursery, together with the manager, have a legal responsibility for

overseeing all aspects of the work of the nursery and childcare provision; this includes provision for children with Special Educational Needs and ensuring that the necessary provision is made for any child who has such additional needs. They determine the nursery's general policy and approach to inclusive provision for children with special educational needs, and establish the appropriate staffing and funding arrangements. An appointed representative from the Trustee group is involved in reviewing, with the manager and SENCo, the provision for children with Special Educational Needs and implementation of this policy within the nursery.

Nursery manager

The Nursery manager has overall responsibility for the management of provision for children with Special Educational Needs, keeps the Trustees fully informed and works closely with the SENCo.

SENCo

The Special Educational Needs Coordinator is the Deputy Nursery Manager who works closely with all staff, the manager, parents and outside agencies to ensure the best possible provision for children with Special Educational Needs.

The Senco is responsible for:

- overseeing the day-to-day operation of this policy
- coordinating provision for children with Special Educational Needs
- ensuring the involvement of parents from an early stage and liaising with them regularly
- advising on a graduated approach to providing additional and specialist support,
- liaising with and advising other members of staff
- helping to identify children with Special Educational Needs, assessing and planning for progress
- maintaining documentation regarding provision for children with special educational needs
- acting as Designated Lead for Looked After Children
- liaising with other early years providers, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact for external agencies, especially the local authority and its support agencies
- liaising with next providers of education to ensure a child and his/her parents are informed about options, and a smooth transition is planned
- supporting the professional development of staff, reviewed as part of the Appraisal and Continuing Professional Development (CPD) process

Trustees will ensure

- Provision is made for children with SEND
- Parents are kept informed about SEND provision for their children
- Set up staffing and funding arrangements required.
- Quality of Send Provision is monitored and is integral part of Nursery Plan

Nursery Practitioners and Early Years Support Staff

Practitioners are involved in the on-going development and review of this policy, and implementation of procedures for identifying, assessing and making provision for children with Special Educational Needs, including planning for differentiation. The identification of additional needs is built into the overall approach to monitoring the progress of children. Practitioners work closely together to plan and assess the impact of support and interventions.

The SENCo supports key workers with advice and suggestions for appropriate activities and resources. There are opportunities for informal daily contact with staff to discuss matters relating to provision for children with Special Educational Needs. Provision is discussed regularly within the team in order to raise the progress and achievement of children with special educational needs.

Flo's Nature Nursery is committed to gaining further expertise in the area of special education. They will seek suitable training and support and guidance from Oxfordshire County Council and Speech & Language Therapists, and the reading and discussion of documents on special education.

Admissions

Flo's Nature Nursery strives to be a fully inclusive integrated centre. Staff acknowledge the range of issues to be taken account of in the process of development. All children are welcome in accordance with our Admissions Policy. According to the Education Act 1996, (Section 316), the nursery will admit a child with a Statement or Education, Health and Care Plan, subject to the wishes of the parents, unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility. Children's specific needs are discussed with parents when admission to the nursery is requested. Support agencies are contacted as appropriate.

People, Place and Participation Ltd. Community Benefit Society Number: 7713
 Twitter: [@flosoxford](#) Email: info@flosoxford.org.uk Facebook: [facebook.com/flosoxford](https://www.facebook.com/flosoxford)

Registered address: Flo's - The Place in the Park, **Rymers Lane OX4 2JZ** Website:

www.flosoxford.org.uk

Access and disability

The nursery has access for wheelchairs and accessible toilet facilities are available. Where a child has a disability the SENCo makes sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs. Arrangements are made to allow as much independence as possible but with support available as and when necessary.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

When a child is identified as needing special educational support the setting employs a graduated approach of Assess-Plan-Do-Review, adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). A register of children with Special Educational Needs is kept as a legal requirement.

Criteria for identifying Special Educational Needs may include:

- A child's early history and/or parental concern
- Low entry profile
- A child's lack of developmental and/or learning progress
- Requiring greater attention due to behavioural and/or learning difficulties
- Requiring specialist materials, equipment or support for sensory and/or physical problems

The SENCo and practitioners, together with specialists and involving parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Reviews of children receiving special educational support are held each term and are led by the SENCo. They provide an opportunity for parents to share their concerns and agree aspirations for the child.

The progress of each child is assessed at regular intervals as part of the setting's tracking process for all children. Slow progress and low attainment do not necessarily mean that a child has Special Educational Needs. All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the manager and SENCo consider all the information gathered from within the setting and outside about the child's progress.

Where more specific assessment is deemed to be necessary, this is carried out by the SENCo who may involve other professionals from outside the nursery. The information gathering will include an early discussion with parents. Our staff recognise that parents know their children best and we ensure that we listen to and follow up any concerns parents have about their child's development and learning. Consideration of whether special educational provision is required starts with a discussion about what parents desire for long-term outcomes for their child, as well as their views and wishes for the present and short-term goals.

Education, Health and care Plans (EHCP)

Where appropriate nursery and parents will consider requesting an Education, Health and Care assessment by the Local Authority. The Local Authority will expect to see evidence of the action taken by the nursery as part of special educational support. The plan will be reviewed , with other agencies and parents.

Support funding for children with Special Educational Needs can be applied for by settings via the Early Years SEN Inclusion Team.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas but individual children may have needs which span two or more areas. For example, a child with general learning difficulties may also have communication difficulties or a sensory impairment.

Communication and interaction:	Speech, Language and Communication needs, Autistic Spectrum Disorder including Asperger's Syndrome and Autism
Cognition and Learning:	Learning difficulties
Social, emotional and mental health difficulties:	Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit, attention deficit hyperactive disorder, attachment disorder
Sensory and/or physical:	Hearing Impairment

Visual impairment
Physical disability
Multi-sensory impairment

Where children with Special Educational Needs also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. Flo's Nature Nursery has regard for the statutory guidance supporting children at nursery with medical conditions (DfE, 2014).

Monitoring and Evaluation

The success of the setting's policy and provision for Special Educational Needs is evaluated through:

- Monitoring of practice by the SENCo and nursery manager
- Analysis of assessment data for individual children
- Monitoring of procedures and practice by the staff member with responsibility for special educational needs provision
- nursery self-evaluation process
- Monitoring the quality of children's Learning Journeys and review documentation
- Trustees will monitor through meetings, nursery reports, and visits.

Children are encouraged to participate in all aspects of learning and their views are valued right from the start of their education. Staff observe children carefully as this provides us with insight into each child's wishes and any areas of strength or difficulty, no matter how young the child is. In this way 'the child's voice' is captured.

SECTION C: PARTNERSHIP WITH PARENTS AND PROFESSIONALS

We believe that good communication between parents/carers and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with Special Educational Needs to achieve their potential. Parents are always welcome to discuss concerns about their child with staff. There are planned opportunities for parents to discuss their child's needs, progress and strengths at general

People, Place and Participation Ltd. Community Benefit Society Number: 7713
Twitter: [@floxoxford](#) Email: info@floxoxford.org.uk Facebook: [facebook.com/floxoxford](https://www.facebook.com/floxoxford)

Registered address: Flo's - The Place in the Park, **Rymers Lane OX4 2JZ** Website:

www.floxoxford.org.uk

progress meetings as well as at Special Educational Needs Review meetings.

Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Parents have the right of access to records concerning their child.

If parents are concerned about special educational provision for their child, initial contact should be made with the child's Key Person. A meeting will be arranged, which may include the manager and/or SENCo, to discuss the concern.

If a parent wants to make a formal complaint see Flos' complaint policy.

Special Education Needs and Disability Advice and support (SENDIASS) offer impartial advice at:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>

Staff are able to call upon the expertise of a wide range of support services. These support services are contacted after consultation with the manager or SENCo, and with the full agreement of parents/carers. For assessment and advice from most of these services a request form must first be completed, then additional information may be required e.g. service specific checklists and information about strategies already in use.

The SENCo holds contact addresses and request forms for other agencies and support services.

The SENCo liaises with relevant staff members regarding the transfer of children with Special Educational Needs to other settings. The SENCo of a receiving nursery will be invited to the final review of a child with a Statement or Education, Health and Care Plan.

Date of issue: September 2018

Date last approved by Flo's trustees: September 2020

Date to be reviewed: September 2021