Special Educational Needs and Disability Policy (SEND)

**Propose of policy**

To meet individual needs within the nursery setting with an inclusive approach and work in partnership with parents and carers. Have regard to the Special Educational Needs and Disability Code of Practice (DFEE, 2014) on the identification and assessment of special educational needs and disabilities. We believe that **all** children have a right to be cared for and educated alongside their peer group.

**Our appointed** **Special Educational Needs and Disability Co-ordinator** **(SEND-CO) is Vicky Paul and her role is to:**

* Use observation to assess and identify early intervention strategies to support children’s needs, devising these strategies with parents and the key person.
* Meet individual needs by ensuring the curriculum is differentiated and adopting a flexible approach e.g. obtaining suitable equipment, specific training, rearranging the layout or access arrangements etc.
* Maintain and keep accurate records including a Special Educational Needs & Disability (SEND) register.
* Write reports to present at *Team Around the Child* (TAC) meetings where required.
* Attend on-going and relevant training on SEND.
* Communicate with staff ensuring they are kept informed on legislative changes and cascade relevant information/training.
* Lead and co-ordinate meetingswhere appropriate.
* Where appropriate and with parental permission, liaise with agencies outside the nursery that can help e.g. referral to the Inclusion Team, Speech Therapists and Health Visitors.
* To prepare Individual Education and Health Plans. These offer additional and specific help to support the child and are based on strengths, interests and medical needs.
* Work with parents in continuation of support for their child at home.

**What are special educational needs?**

Children develop at different rates and this is natural. However, sometimes a child appears not to be progressing developmentally and is not able to access the learning opportunities without additional support. This is a *special educational need*. Children with special educational needs may need extra help because of a range of needs, such as: thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, difficulties with speech and language or how they relate to and behave with other people.

We are mindful that difficult or withdrawn behaviour does not necessarily mean the child has SEN, however, where there are concerns there will be an assessment to determine whether there are any causal factors such as underlying learning or communication difficulty. It may be appropriate to adopt a multiagency approach if domestic circumstances are contributing to the presenting behaviour. Further definitions for Special Educational Needs can be found in the SEN Code of Practice.

We hope that parents feel comfortable to discuss any issues relating to special educational needs and disability (SEND). We endeavour to carry out a home visit where we can discuss needs in more detail so that we can work together to ensure suitable preparations and adjustments, where required, are made prior to the child starting at the setting. If you have any concerns, queries or questions please see **Vicky Paul.**

**Early Identification and Intervention**

Identifying children’s needs early is vital if they are to thrive, it enables parents and professionals to put the right approach in place quickly. We will do this by working with parents to agree and develop effective early interventionstrategies. Where a child has been identified as requiring extra support their progress will be reviewed regularly with parents.

Where a child makes less than expected progress despite strategies and intervention provided by the setting, we will seek specialist advice sought from outside agencies e.g. Speech and Language Therapists, Health Visitors, Early Years Inclusion Team. This is in partnership with the parent/carer.

**Transition Arrangements**

When we know the next setting your child will attend we will communicate with them, this helps create a smooth transition from one setting to another. Sharing information in this way ensures the new setting is aware of the support already being provided and can be helpful in its continuation. This may include visits and sharing of documents such as Education, Health Care Plans (EHCP)

**Circulation**

This policy is circulated via the parent information board and our website on [www.lizardchildtrust.co.uk](http://www.lizardchildtrust.co.uk). A hard copy can be provided on request.

Further information, advice and support on Special Educational Needs and Disability services in Cornwall can be found on <http://www.cornwallsendiass.org.uk/>

Revised April 2020