

## Special Educational Needs and Disabilities (SEND)

### Statement of intent:

Goldsmiths SU Nursery has a statutory duty to have regard for the Special Educational Needs and Disability (SEND) Code of Practice (2015), derived from the Children's and Families Act (2014) and the Equality Act (2010). The nursery team believe that children benefit from mixing with a diverse range of other children and adults. We actively seek to include all children, including those who may have Special Educational Needs and/or Disabilities.

### Aim:

The nursery aims to meet the needs of all children and to be inclusive of those who may experience barriers to learning or have a disability. We aim to provide a positive learning environment and attitude that is stimulating and secure, where all children are valued and respected as individuals. We support children in achieving the best possible outcomes and encourage them to become confident young learners with a growing ability to communicate their own views, ready to make the transition into compulsory education.

### Method:

#### Special Educational Needs Coordinator (SENCO)

- The nursery has a named SENCO, Karen Roe. The SENCO is responsible for keeping an overview of the children in the setting who have emerging or identified needs that are different or beyond the needs of other children. We utilise '**Ordinarily Available Provision**' (OAP) which is the term used to describe the resources, support, planned activities and enabling environment that is widely available to all children so that they can thrive regardless of their abilities and needs. A more tailored approach is required for children with SEND, according to their developmental stage, strengths and interests to ensure that all children's needs are met. This is delivered through the implementation of individual and targeted planning.
- The SENCO is responsible for advising and supporting other members of the team and ensuring that all practitioners are taking responsibility for fully supporting children with SEND.
- The SENCO works collaboratively with the child's Key Person and family to ensure that the best possible outcomes are reached. Where appropriate, the SENCO is responsible for ensuring partnerships are developed with other professionals to support children's individual needs.

- The SENCO and other nursery staff attend regular and relevant training to ensure they are up to date on current legislation and are best equipped to cater for children with SEND within the setting.
- We endeavour to ensure that all the nursery team, including bank staff, have general knowledge and understanding around the **SEND Code of Practice, particularly Chapter 5 which focuses on Early Years provision.**
- During induction sessions for new parents and new staff, relevant SEND information and the SENCO's role are discussed.

### Admissions

- The nursery welcomes children of all abilities and promotes equal opportunities (please refer to our Equal Opportunities Policy). Applications from children with SEND will be processed in line with other applicants on a 'first come, first served' basis. We will endeavour to make reasonable adjustments to accommodate children with SEND, considering practical (as well as educational issues) to meet the needs of each individual.
- For those children who join the nursery with already identified SEND, the nursery will ask for as much background information as possible from parents/carers. With parental consent we will also seek to gain information from any outside professionals already involved (e.g. speech and language, physiotherapy etc.). This will enable us to gain a clear, holistic picture of the child's needs and allow us to enhance practice to best meet them.

### Partnership with parents

- The nursery team have an ongoing commitment to establishing and nurturing relationships with the parents/ carers of all children, but this can be of particular importance regarding children with SEND. We recognise that parents are key in promoting their child's well-being and development, and of course know their child better than anyone, making their input invaluable.
- Nursery staff work alongside parents and adopt a child centred approach, involving both parents, and children whenever possible, in their planning, discussions and decision making, to ensure everyone is working towards a common goal.
- The nursery team are aware of where to find information on the Local Offer for the Borough of Lewisham. **'The Local Offer'** refers to the range of services available within the borough to support children and young people with SEND, as well as their families. Nursery practitioners will use this information detailing local services and support to effectively signpost parents to available support, working collaboratively with them.

### Curriculum and learning environment

- We provide a broad and balanced curriculum to every child; your child's Key Person will get to know their individual needs, abilities and interests and will differentiate activities accordingly to ensure that all children can access the curriculum.
- Resources are regularly monitored and specific resources are purchased or sought according to children's individual developmental needs and interests.
- The nursery works in accordance with the Early Years Foundation Stage Statutory Framework and Practice Guidance. All practitioners' observations, planning and assessments adhere to the requirements of the framework.

### Transitions

- For SEND children leaving to attend other settings or schools the nursery will seek to hold transition meetings with parents, other professionals, the setting's SENCO and the child's key person, if possible, including staff from the newly allocated provision. An action plan for transition can then be devised with agreement from all parties, wherever possible the child's view should also be included. This includes an updated version of 'This is My Plan' and/or a 'transition passport' as part of the transition review process.
- With parental consent, staff will ensure that all relevant paperwork is forwarded to the child's new setting or school.

### A Graduated Response:

#### Assess, Plan, Do, Review Cycle

- **Observations and assessments** are continually made on all children as they are learning and playing (these are not necessarily written observations. It's more about the key people knowing their key children really well through continual observation and quality interactions with them so that they can create productive play and learning opportunities for them. Key people also use background and current information from parents/ carers and any input from outside professionals that may be involved with the child at this stage. Assessment data from the two year check may also be used, depending on the child's age.
- **Parental consent** is required before sharing any information from the nursery with other settings and/ or other professionals. Parents are asked to sign a consent form on information sharing upon registering their child at nursery. Where a specific SEND referral is being sought, this will only be

completed in close partnership with the parents and additional consent from the parent/carer will be sought at this point. In a situation where the parents decline this consent, the referral cannot go ahead.

- **This is my plan:** When a member of the team identifies a child with SEND, specific planning and interventions are devised to support that child in moving forward and in accessing a high quality curriculum. A child-centred plan is devised mutually, with input from parents, the child's key person, the SENCO and wherever possible the child. This is individual planning for the child with SEND, above what is planned for and delivered for all children.
- **Details from the plan are broken down into manageable, weekly steps (included in the classroom weekly plan)** so as to clarify the child's learning journey. **Review meetings**, to evaluate the child's progress and decide ways forward (updating the plan), will vary in frequency, depending on the child's needs and will usually take place between six weekly and every two months.
- Where a child continues to have learning difficulties (not able to access provision which creates barriers to their learning), despite providing an individual learning plan for the child, it may be necessary to involve external professionals, such as, the Area SENCO, Educational Psychologist, Speech and Language Therapist or Drumbeat (for children with social communication difficulties) for additional advice and support. This will be sensitively discussed with parents and consent sought.
- **Education, Health and Care Plan (EHCP):** Parents or the nursery can submit a request for an Education, Health and Care Needs Assessment (EHCNA) when a child continues to have significant difficulties despite interventions being put in place. An ECHP will stay with a child throughout childhood to support them along their educational journey. Initially, a 'team around the family' meeting will be held to gather information on the current needs of the child, gaining the views of the family and child. We will complete the 'child profile form' and gather evidence from the assess, plan, do, review cycle. We will discuss what support has previously been put in place to meet the child's needs and look at any other support already provided by other professionals, the EHC Needs Assessment referral request form will be completed according.

Once the referral has been submitted a decision on whether to proceed with an EHC needs assessment will be made at Lewisham's SEND multi agency panel. If the decision is to proceed, an allocated EHC Co-ordinator will ensure the assessment process is completed in line with the SEND Code of Practice. The

decision on whether to issue an EHC plan will then be communicated to the parent and referrer. It will be based on the information and evidence that has been gathered through the needs assessment process. The entire process typically aims to be completed within 20 weeks from the initial request. If successful, the EHCP is then subject to annual review.