

General Welfare Requirement: Safeguarding and Promoting Children's Welfare

Glebe House School Early Years Staff must take necessary steps to safeguard and promote the welfare of children.

1.13 Supporting children with special educational needs and Disabilities

Policy statement

Ethos – *the atmosphere we wish to create*

We aim to work together with parents and carers, to ensure that all children feel valued, safe, secure and happy. Happy children learn and thrive and develop the necessary confidence to cope with life's challenges.

SEND definition - A child or young person has Special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers like ourselves.

For a child under two years of age, special educational provision means educational provision of any kind.

We therefore provide an environment in which all children with special educational needs and Disabilities (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice 0-25 (2015). <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs and disabilities (SEND).
- We identify the specific needs of children with special educational needs at the earliest opportunity and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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Procedures

- We designate members of staff to be the Special Educational Needs Co-ordinators (SENCO) and give their name to parents. Our SENCO's are:
Susie Pull, Emma Stepney and Helen Quinn (Main School)
- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs and Disabilities Policy and for co-ordinating provision for children with SEND across the setting by liaising with and supporting parents, carers and external agencies where necessary.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting and that they are mentored by their Senco to ensure they are confident in identifying and meeting the needs of all those children with additional needs.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated approach system for identifying, assessing and responding to children's special educational needs.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership, to ensure their insights inform action taken by the setting to meet their children's needs and full potential.
- We work in partnership with Health to complete the Shared Review 2 year Progress Checks.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs, ensuring they are specific, measureable, achievable, realistic and timebound.
- We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.

- We have systems in place for working with other agencies through each stage of the Family Support Process (FSP) or local alternatives.
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
- We realise the importance that children's SEN are generally thought of in the following four broad areas of need and support:
 1. Communication & interaction
 2. Cognition & learning
 3. Social, emotional and mental health
 4. Sensory and or physical needs
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disabilities Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs and Disabilities Policy and the procedures for identifying, assessing and making provision for children with SEND. We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff on our websites or in newsletters.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017) new one comes into effect September 2021.
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Working Together to Safeguard Children (2019)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2015)
- Norfolk Family Information Service - <https://www.norfolk.gov.uk/children-and-families/childcare-and-early-learning/family-information-service>
- Norfolk Early Years Local Offer - [About the SEND Local Offer - Norfolk County Council](#)
- [Just One Norfolk website](#) - health advice and support for children and families. Families can access a free online parenting course on the website. Use the offer code JON70
- [Children's health and well-being](#) and [Being 2 in Norfolk](#)
- [Early childhood and family service](#) for families with children age 0-5
- [Early help and family support services](#) for families who are experiencing difficulties
- [Keeping children safe](#) and what to do if you have concerns

- [SEND Local Offer services](#) for children and families with special educational needs and disabilities (SEND)
- [Norfolk SEND Partnership](#) which is a free, confidential and impartial service offering families advice on the law regarding SEND

This policy was adopted by	Glebe House Trust Nurseries	<i>(name of provider)</i>
On	<hr/> May 2022	<i>(date)</i>
Date to be reviewed	<hr/> May 2023	<i>(date)</i>
Signed on behalf of the provider	<hr/>	
Name of signatory	<hr/> Susie Pull	
Role of signatory (e.g. chair, director or owner)	<hr/> Area Manager Glebe Trust Nurseries	
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Other useful links

- The Role of the Early Years Special Educational Needs Co-ordinator Gov Uk

[The role of the early years SENCO \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671122/role-of-the-early-years-senco.pdf)

<https://www.bing.com/ck/a?!&p=7a960e3caa78158fa6d284b6d42b2fb7a86090443a1bed80353a8bf66d47efd3JmltdHM9MTY0OTE3MDA1MCZpZ3VpZD1jZGUxNjU1Ny1jMzlhLTQyZGYtODdINC05NWFjNTIwMTZIMzgmaw5zaWQ9NTE1OA&ptn=3&fclid=51d29165-b4ef-11ec-8387-0cbe798cd5af&u=a1aHR0cHM6Ly9hc3NldHMucHVibGlzaGluZy5zZXJ2aWNILmdvdi51ay9nb3Zlcm5tZW50L3VwbG9hZHMvc3lzdGVtL3VwbG9hZHMvYXR0YWNobWVudF9kYXRhL2ZpbGUvMTA1OTY5NS9UaGVfUm9sZV9vZI90aGVfRWFyYHlWVhcnNfU0VOQ08ucGRmP21zY2xraWQ9NTFkMjJkNjViNGVmMTFIYzgzODcwY2JINzk4Y2Q1YWY&ntb=1>