



## **Special Educational Needs and Disabilities (SEND)**

At Zeeba Nursery, we are committed to provide an environment in which all children with special education needs and disability are supported to reach their full potential, in accordance with the principles of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' (2014).

Under the 2010 Equality Act, we will not discriminate against any disabled children and will make reasonable adjustments to promote equality of access and opportunity for the children in our care.

Therefore, we will have arrangements in place to identify and support children with SEN ensuring that we are providing:

- Early identification and early support
- Use the EYFS non-statutory outcomes guidance and 7 areas of learning to continuously to assess the progress of the all the children in our care, ensuring they all learn and develop well and are kept healthy and safe.
- Provide a broad, balanced and differentiated curriculum for all children
- A statutory progress check at age two, which will identify the child's strengths and any areas where the child's progress is slower than expected.
- If there are significant emerging concerns, we will discuss this with the parents/carers and agree how to support the child. We will develop a targeted plan to support the child, working in partnership with the parents/carers and involving other professionals (i.e.: nursery SENCO, the area's SENCO, relevant services from other agencies as appropriate).
- Ensure that Gifted and Talented children are supported
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities.

The SENCO in our setting is:

### **THE ROLE OF THE SENCO INVOLVES**

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their wishes and concerns inform action taken by the setting.
- Working in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.

Zeeba Nursery will ensure that the nursery SENCO has relevant training and attends regular cluster meetings organised by the Local Authority to keep up to date with the latest legislation.

Zeeba Nursery has developed a role profile for the designated SENCO officer in each nursery (See Appendix A).



## **THE GRADUATED APPROACH**

This should be led and coordinated by the setting SENCO, working with and supporting individual practitioners in the setting and informed by the EYFS materials, the Early Support resources.

- Assess (*using observations, ABC charts and any relevant documentation provided by the Local Authority*).
- Plan (*outcomes define, interventions and support put in place, expected impact on progress, development or behaviour, clear date for review, involvement of parents, views of the child taking into accounts, staff development needs identified and addressed*).
- Do (*on a day to day basis, usually the key person supported by the SENCO*)
- Review

## **REQUESTING AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT (EHC)**

- If a child has not made the expected progress despite the graduated approach, we will consider requesting an EHC plan, as per chapter 9 of the SEND code of practice.
- We will provide the Local Authority with evidence of the action(s) already taken to meet the child's SEN.

Parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes.

Where appropriate, we will take into account children's views and wishes in decisions being made about them, relevant to their level understanding.

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

When assessing communication, language and literacy skills, we will assess the children's skills in English. If a child does not have a strong grasp of the English language, we will explore the child's skills in the home language with the parents /carers to establish whether there is cause for concern about language delay.

## **PLANNING AND PREPARING FOR TRANSITION**

When a child leaves nursery, all the relevant records or reports regarding the child should be shared with the child's new setting. The information to be shared will be agreed with the parents as part of the planning process. The nursery will liaise with the child's new setting / school to make the transition smoother.



## Appendix A

# **SENCO Role Profile**

## **Quick Guide to responsibilities**

**Ensuring all practitioners in the setting understand their responsibilities to children with SEN** (using policies, trainings, local authority support, websites)

**Ensuring all practitioners in the setting understand the setting's approach to identifying and meeting SEN**

- leading and co-ordinating the graduated approach across the setting
- supporting individual practitioners in implementing the approach for individual children.

In particular, the SENCO needs to ensure that all practitioners understand how the setting:

- responds to any cause for concern and identifies and responds to special educational needs
- focuses on improving children's progress and outcomes
- implements SEN support and the cycle of action: assess, plan, do, review
- meets the requirements for record-keeping in a way that supports the participative decision-making process and, at the same time, avoids excessive paperwork

**Advising and supporting colleagues**

- The SENCO works with the practitioner and with parents throughout SEN Support. The SENCO's advice and support to colleagues is integral to each stage of the cycle of action: **assess, plan, do, review**.
- To identify and address staff development needs within the setting. To meet these needs SENCOs should link with Area SENCOs who have a role in supporting the development and delivery of training both for individual settings and on a wider basis.

**Ensuring parents are closely involved throughout and that their insights inform the actions taken by the setting**

In making sure that parents are involved in the discussion of any early concerns, in identifying any SEN, and agreeing:

- 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

**Liaising with professionals or agencies** (such as: Local Authority, Area SENCO, local Information Advice and Support Service (IASS) Speech Therapist, School psychologist, specialist teacher) and being aware of the Local Offer



### **SENCO qualities**

- A belief in every child as an individual with the potential to develop.
- A passion for promoting equal opportunities for every child.
- Patience and tenacity.

### **SENCO expertise**

- Time management.
- Communication skills.
- The ability to use observation to inform assessment and planning.
- The ability to plan and organise.

### **What a SENCO needs to know**

- Thorough knowledge of child development.
- Knowledge of the needs of children with SEN – gained through experience.
- Awareness of effective strategies and techniques.
- Knowledge of the SEN Code of Practice.
- Awareness of the support and advice which may be offered by other agencies and by the local offer

### **SENCO survival tips**

**The role of SENCO in an early years setting can be challenging, but there are ways of making it much more manageable...**

**Don't try to do everything at once.** Step back and take an overview. Decide on your priorities. Make a timeline and take action step by step.

**Don't try to do it all by yourself.** Delegate to colleagues – but make sure you explain clearly what they need to do. Speak to your Area SENCO. Ask therapists and advisory teachers for advice. Network with other SENCOs.

**Communicate.** Remember – this involves listening as well as expressing yourself.

**Learn.** Take up training opportunities when you can. Reflect on your own practice. Ask yourself, “What works well – and why?” see what works for others. Listen to parents – you can learn a lot from them.