SPECIAL EDUCATIONAL NEEDS/DISABILITIES (SEND) POLICY

At Vishenka Nursery we believe that every child should have the best possible learning opportunities and we therefore promote inclusive practice. We recognise that some children have particular needs or disabilities and we take specific action to support and encourage these children within a caring environment.
We enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child. We work closely with parents and other agencies to monitor the child's progress carefully and provide effective, additional support to meet the child's needs.

Our Aims

To ensure that all staff, including students and volunteers are aware of the details of the SEND policy.
To ensure that we are working with due regard to the current SEND code of practice
To identify the necessary provision and staff arrangements to meet the special needs of all children.
To adapt, modify and develop activities through planning to ensure children can access all activities.
To make flexible arrangements for additional adult support to enhance the social development and interaction of children.
To ensure the physical environment is suitable for the child and make reasonable adaptations to fit the needs of the individual.
To challenge inappropriate attitudes and practices
To promote diversity and difference and encourage children to value and respect others
Our nursery Special Education Needs and Disabilities Co-Ordinator's (SENDCO):
Tatiana Jeleapova, Tatiana Henderson Stewart

Staff Responsibilities

Staff roles and responsibilities are:
To ensure the aims of the SEND policy are reflected in the practice of the setting
To ensure that the needs of all the children with a SEND are being included in all aspects of the nursery planning, practice and assessment.
To maintain a special educational needs register and to keep up to date records on each child at each appropriate stage.
To support staff and keep them well informed of developments in relation to SEND
To ensure that all staff are aware of the procedures for identifying, assessing and making provision for children with a SEND
To ensure staff development through staff training and course feedback at staff meetings.
To ensure effective liaisons with parents and external agencies

To support staff when writing Individual support plans (ISP) and Individual education plans (IEP) when appropriate and set realistic targets for the child.
To set dates for evaluations and reviews, whilst working in partnership with parents, ensuring copies of all written reports are available to parents.
To support staff when liaising with external agencies for example attending meetings and reviews.
Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January 2015
Staff will be sent on courses that support their roles as early year's practitioners. They are able to access specific courses designed to support them when working with children with a SEND, or medical needs. Staff are all made aware of the process of identifying a SEND child and are supported in their roles by the nursery SEND-CO and the local authority area SEND-CO.

Effective assessment of the need for early help

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments, such as the Common Assessment Framework, should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them.

A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen.

If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgment as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made

immediately to local authority children's social care. This referral can be made by any professional. *Working together to safeguard children 2018*

Graduated Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, nurseries should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability This graduated approach will be led and coordinated by the SENCO and appropriate records will be kept according to the Code of Practice.

The 'graduated approach' to SEN support is based on 4 stages of action:
1. **Assess**: carry out an analysis of the child's needs, with the help of external professionals where necessary, and review it regularly to ensure support is matched to need
2. **Plan**: agree, in consultation with parents, the outcomes sought for the child, what will be put in place to achieve these, the expected impact and a clear date for review
3. **Do**: implement the interventions or programmes as agreed. The early years practitioner (usually the child's key person) remains responsible for working with the child on a daily basis, but the SENCO should support them
4. **Review**: regularly evaluate the effectiveness of the support provided and agree any changes to outcomes and support in line with findings with parents

Working with children with Statements/EHCPs (*Education health care plans)* or specific medical needs

As an inclusive setting we ensure that children who have a statement are able to access the learning and development opportunities that they need to thrive. We work alongside both parents and external agencies to support the child.

In line with regular nursery practice, the child will receive a home visit which will allow the key worker and management to discuss with the parent, the specific needs of the child. They will then have a period of settling sessions. During this time the Nursery SEND-Co will liaise with the area SEND-Co and any other professional that is already involved with the child.

The Nursery SEND-Co, manager and staff team will work in partnership with professionals such as educational psychologists, physiotherapists, occupational therapists, speech and language therapists and any other relevant agency to ensure that the child has a specific plan in place to support learning. The nursery will take direction from these external agencies and will support the child through making reasonable adjustments to the setting where possible and obtaining resources that will aid development.

Where a child is going through the process of an assessment, the nursery will provide reports and evidence as necessary to the relevant agencies. They will provide detailed information regarding the child's progress within the EYFS and in other areas as required. They will work with parents and agencies to ensure the child is accessing the learning opportunities they need.

For children with specific medical needs we will work with parents and relevant agencies to develop a care plan, ensuring that all staff working with the child are aware of the medical condition and the procedures to be followed. We will make the necessary reasonable adjustments in line with the Equality Act 2010. Staff will receive relevant training regarding the administering of medicines and the procedures to be followed, for example epilepsy training and the use of epi pens to administer medication for those with allergies. Information regarding the medical need will be available within the child's base room and any new staff will be informed of this information as part of induction. Information such as dietary requirements will also be available within the food preparation area so that anyone preparing meals is aware of allergies.

Partnership with parents

Our setting adopts a team around the child approach.
Parents are valued as the child's first and foremost educator.
We seek to build positive relationships with parents as partners and ensure time is made to meet and share information about the child's needs and strengths. This is done through the usual parent evenings and within the reviews that take place as part of the child's 'my support plan' monitor and review process.
We check that parents understand the graduated procedure of intervention and that they are aware of the stage their child is at and what support they can expect.
We respect the different perspectives and needs of the parents
The SEND-Co, management and staff ensure that there is a consistent communication and consultation with parents.
We consult with parents about information that should be shared with others.

Partnerships with External Agencies

Where it is decided to provide SEN support, and having formally the parents, the key person and the SENCO, in consultation with the parent, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Record keeping/Confidentiality/Consent

All records relating to the child's additional needs are held in a 'My Support Plan' This record is held securely within the SEND register in the child's individual section.
Staff working with the child, have access to support plans and other relevant documents as part of their working documentation.
Consent is obtained from parents before a 'My Support Plan' document is completed.

Parents are required to sign all written documentation relating to the additional need
Written consent is obtained from parents prior to passing on copies of relevant paperwork to other settings. A copy of all paperwork is kept within the child's file.
Please refer to the SEND support flow chart for more detailed information regarding process.

Transition

All children within the nursery are part of a thorough transition process.
When transitioning between rooms, detailed information sheets are completed by the child's current key worker so that their new key worker has as much information as possible. The SEND-Co will also liaise with the new keyworker to offer support and guidance.
Links are made with other settings to ensure transition is as smooth as possible for all children.
Teachers from the child's receiving school will be invited into the nursery to meet with the child and parent and discuss information regarding the child's additional needs.
The child's key worker will then obtain photos of the child's new setting and will develop a transition booklet for the child.
Where necessary a meeting will be held to discuss the child's current needs and what will need to be put in place prior to starting the new setting.
A summary sheet with information regarding the child's progress within the EYFS and other relevant information is provided. This is forwarded to the receiving setting/school.

Support Plan

Where it is felt that children need support for SEND, we will work in partnership with parents and other agencies to offer a package of support. This will begin with gathering relevant information such as needs, the views of the child, the views of the parents and information about support. This information will be collated and documented in an individual 'My Support plan'

Staff will utilize the 'My Support plan' to document information, targets, and outcomes with regards to the child. These will be regularly reviewed in consultation with all agencies involved with the child and the parents.
If it is deemed appropriate for the child, then a request will be made for an EHC needs assessment.

Education and Health Plan (EHC)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.
The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including

- Evidence of the child's developmental milestones and rate of progress
- Information about the nature, extent and context of the child's SEN
- Evidence of the action already being taken by us as the EY provider to meet the child's SEN
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided

- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.
- We will then work with the local authority and other bodies to ensure that the child receives the support they need to gain the best outcomes.

Complaints

Complaints are dealt with in line with our procedural complaints policy. (Please see separate complaints policy) In addition, parents may wish to discuss their concerns with the nursery SEND-Co. Parents may wish to consult the local authority SEND-Co team.

Monitoring and reviewing the policy

The management and nursery SEND-Co are responsible for monitoring that the policy and practice accurately reflect one another.
The policy is reviewed annually and/or in response to any changes within legislation and within the setting.
The whole staff team views will be considered when reviewing the policy and every effort will be made to ensure it is easy for staff and parents to understand the policy and procedures of the nursery.
This policy is in line with 31.6, 1.7, 2.3, 2.5, 3.20, 3.27, 3.28, 3.67, 3.73 of the Statutory framework for the Early Years Foundation Stage 2024.

'My Support Plan' flow chart of process

STEP 1 – High quality support is offered for all children, including those with SEND
STEP 2 – Decide if a 'My Support Plan' is needed. Gain consent from parents and determine what additional information will be needed
STEP 3 – Gather information for the plan (for example any information from parents, Support workers already involved – including any targets)
STEP 4 – At this point it is a good idea for all involved to have a meeting to discuss what support is needed for the child, and what targets and expected outcomes they would like to see
STEP 5 – The SENDco would write up a draft of the My Support Plan. A draft copy of This would be shared with parents
STEP 6 – A final version of the plan would be written up and all targets/actions would be implemented by the SENDco and Keyworker.
STEP 7 – After a predetermined timeframe, a review would need to take place
STEP 8 – If it is deemed that further, long term support is needed then a request for an EHC needs assessment will be made if appropriate.

Reviewed: Position	Name	Date
Nursery Director	Tatiana Henderson Stewart	October 2025