

Special Educational Needs and Disability

Policy and Information Report

For:

Coin Street Nursery

Academic year 2022-23

This policy outlines the provision for children with special educational needs and those with a disability (SEND) and supports children who experience barriers to learning, but who may not have a SEND.

We believe that every child should be given the best chance to succeed in life.

We ensure that all children have an equal opportunity to engage in the curriculum.

We provide a broad, balanced and appropriate Early Years Foundation Stage (EYFS) curriculum, which is accessible to the individual needs of all the children who attend our nursery. We will ensure that the needs of children are identified and assessed and we will provide support through consistent high quality, targeted teaching.

Our staff is committed to inclusion. Embedded in our curriculum is a shared understanding of the need to develop cultures, policies and practices that include all learners. We aim to foster a sense of community and belonging and offer opportunities to help children achieve their potential.

We will respond to all children in ways that take into account their varied life experiences and needs. We see children's behaviour as an outward sign of another need that a young child may not be able to understand or verbally express. We believe that educational inclusion is about equal opportunities for all learners, regardless.

Children may have a *learning difficulty* if they continue to make inadequate progress, despite high quality teaching targeted at the area(s) of need and development which the child finds most challenging.

Children who experience barriers to learning may fall into the following areas of need:

- Communication and interaction
- Sensory and/or physical impairment
- Cognition and learning difficulties
- Social, mental and emotional health

Brief description of our setting

Coin Street Nursery is situated on the first floor of a purpose build building on London's Southbank. The building has allocated on-road parking and underground parking with disabled access. The nursery is part of a larger, social enterprise, organisation.

The 59 place nursery takes children from 3 months to 4 years of age, operating between 8 am to 6 pm, 51 weeks a year. Children attend full time, part time, all year around or term time only.

Who to talk to if you have concerns that your child has a special education need or disability (SEND)

Key Person:

- Every child has a named key person who knows them in nursery and who parents/carers can speak to at any time about any concerns they may have
- The key person is responsible for checking progress, writing the 2 year progress check, and carrying out the Focus Child and Transition meetings
- The key person will take any concerns about a child to the SENDco

SENDco:

- The SENDco – Fatemeh Mozaffari -is responsible for co-ordinating the support for the children with SEND and ensuring the SEND policy is followed
- will meet with parents/carers regularly to involve them with the support being offered, set and review targets, discuss referrals and next steps
- will liaise with other people who come into the nursery to support children with SEND e.g. speech and language therapy, physiotherapy, etc
- will offer advice to practitioners about supporting the children with SEND

You can also raise any concerns with:

- The Head of Early Years – Jane Christofi
- The Early Years Learning and Development Coach – Rehema Essop

What are the different types of support available for children with SEND?

- All our Early Years Practitioners have high expectations of all the children in our nursery
- During the 10 day settling period interests and needs are initially observed

- Each child is a focus child three times a year, where interests and needs are monitored
- There are small group activities that support speech and language development and PSED
- Children with an Education, Health and Care Plan (EHCP) have individual needs according to their plan, which will be met accordingly

How can parents/carers let us know that they are concerned about their child's progress?

- If a parent/carer has any concerns about their child, they should speak to their child's key person in the first instance
- If a parent/carer continues to be concerned they can speak to the Head of Early Years, The Learning and Development Coach or Deputy Head of Early years

How will we let parents know if we have any concerns about a child?

If a child is not making progress, or an EYE has concerns, parents/carers will be invited to a meeting, either in person or virtually.

The purpose of this meeting is to:

- Listen to any concerns that the parent/carer has
- Plan any additional support that may help the child
- Discuss any referrals that could be made to support the child's learning and development

How is extra support allocated to children and how do they progress in their learning?

- Each child is a Focus Child 3 times a year. Observations made are used to determine next steps, which are evaluated at the next Focus Child meeting
- Children are supported to meet those targets through planned activities, participation in intervention groups, small group activities and 1:1 adult led activities
- Inclusion meetings consider all children who are identified as requiring extra support, where progress is discussed and next steps planned

Who else provides services to children with SEND in our nursery?

- Nursery chef

- Nursery housekeeper
- Senior administrator

- Senior operations manager
- Family support
- Speech and language therapy
- Physiotherapy
- Occupational therapy
- Teacher of the deaf
- EYE from the sensory support service

How is the staff helped to support children with SEND and what training do they have?

- The SENDco's role is to support the EYEs to plan for the children with SEND.
- Staff receive regular training to improve the teaching and learning of all children, including those with SEND.
- Individual staff take part in training provided by external bodies to meet the specific needs of individual children with SEND

How is teaching and learning adapted to the needs of a child with SEND?

- Within our framework of In The Moment Planning (ITMP), all teaching and learning is adapted to meet the needs of the child
- Specific strategies and resources are used to support children either individually or in a group

How is children's progress measured?

- Each child is a Focus Child 3 times a year, where progress is assessed, referenced to typical developmental expectations
- All children have a statutory progress check between the ages of 24 and 36 months
- Children with SEND support plans have their progress assessed, with parents/carers, every half term
- Children with EHC plans have a formal review every 6 months with parents/carers and all professionals involved with the child

What support can we offer for parents/carers with a child with SEND?

- The key person is always available to speak with parents/carers about any concerns they may have, or just to share information

- The Head of Early Years, The Learning and Development Coach and the Deputy Head of Early Years are available, by appointment, to meet with parents/carers
- The SENDco is available, by appointment, to discuss any concerns that parents/carers may have
- Parent/carer involvement is required when targets are set and reviewed, and when there is an EHCP review

How is the nursery accessible to children with SEND?

- The building is disabled accessible at street level. There is lift access to all floors
- Nursery furniture, equipment and resources are adaptable to need

How do we support your child with transition to another setting?

- We have transition plans for all children moving on
- For children with SEND we encourage the SENDco of the next setting to visit to meet the child and speak to the key person and SENDco
- We will ensure that all relevant records are passed onto the next setting
- Family support is available to support

How do we support the personal, social and emotional development of children with SEND?

- PSED is one of the prime areas of the EYFS, which is a priority area for development
- Within ITMP, EYEs are conscious of using every opportunity to provide, modelling, guidance and teaching to support PSED
- Parents/carers can always speak to their child's key person if they have any concerns about their child's well-being
- We have a robust Safeguarding Policy in place
- We can refer to Family Support for additional support