

SPECIAL EDUCATIONAL NEEDS POLICY AND PROCEDURE

1. PURPOSE

- 1.1. RAFA KIDZ is committed to making the provision inclusive and accessible to all children, ensuring that they can reach their full potential. All children under 5 years have the right to the Early Years Foundation Stage, and all staff have a duty to meet the needs of all children in our provision.
- 1.2. All children have the right to be cared for and educated to develop to their full potential alongside their peers through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.
- 1.3. We are committed to working in partnership with parents in order to meet their child's individual needs and develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.
- 1.4. RAFA Kidz has regard to the Special Educational Needs and Disability Code of Practice: *0-25 years' statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities, (DfES 2014), on the early identification and assessment of children who have special educational needs and/or a disability.*

2. SCOPE

This policy applies to all activities operated by RAFA Kidz.

3. DEFINITIONS

- 3.1. A **special educational need (SEN)** is a learning difficulty or disability that makes learning a challenge for a child.
- 3.2. A **disability** is a physical or mental impairment which has a long-term and substantial adverse effect on ability to carry out normal day to day activities. Long term is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairment such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy or cancer.
- 3.3. Children and young people with such conditions do **NOT** necessarily have SEN but there is a significant overlap between disabled children and young people and those with a SEN. A child or young person with a disability who requires special educational provision will also be covered by the SEN definition.

3.4. Identifying and assessing SEN for children whose first language is not English requires care. Difficulties related solely to learning English as an additional language are not SEN.

3.5. **Individual Support Plan (ISP)** previously known as an individual education plan records the child's current strengths as well as areas of need, and details what targets are best achievable for the child, how staff will support the child and an evaluation of the progress against the targets.

4. PRINCIPLES

4.1. We aim to foster an environment where all children are:

- Seen as a child first.
- Fully accepted and involved in all activities.
- Encouraged and enabled to be as independent as possible.
- Respected when care is of a private nature.

4.2. To meet the needs of all children; including those with SEN/disability, we will ensure:

- Access and reasonable adjustments to the indoor and outdoor environments promoting access for all.
- Our written policy is available to all parents and consistent with current legislation.
- Children have opportunity to be heard.
- Regular liaison with parents/carers and professionals.
- Staffing levels are adequate to meet a child's needs.
- Staff have up to date relevant knowledge to enable them to support children.
- Resources, equipment and opportunities support children's learning and development.
- Challenging stereotypes and promoting positive attitudes amongst children and staff.
- Individual programmes, monitoring and record keeping.

5. ADMISSIONS ARRANGEMENTS

5.1. All children, including those with identified needs/disabilities are admitted to the group following discussion with parents/carers. In discussion with them and appropriate professionals, we will ensure that the relevant provision is in place prior to the child joining the group. This also includes the provision of any additional funding.

5.2. Professionals will not be contacted with parent's permission, unless there is a concern about child protection.

6. SENCO

6.1. In the setting we provide the role of a Special Educational Needs Coordinator (SENco). Where a setting does not have a named SENco, responsibility will be given to a lead person to ensure systems are in place to meet the outcomes below.

6.2. The SENco is responsible for:

- The monitoring of children with SEN and coordinating provision.
- Ensuring that the setting is up to date with current legislation.
- Ensuring that staff members are aware of the procedure, if they have a concern about a child.
- Attending appropriate training and sharing this with the staff group.
- Supporting staff with referral processes, record keeping and sharing information with relevant professionals.
- Ensuring parents are closely involved throughout, and that their insights inform action taken by the setting.
- Suggest strategies/activities for children at home.
- Provide information on other support, or advice services and use information from parents/carers and support groups.
- Support effective transitions for children between and beyond the setting.

7. PROCEDURES

In line with the Special Educational Needs and Disability Code of Practice: 0-25 years statutory guidance (DfES 2014), we operate a graduated approach to identify, access and meet the needs of children who have a special educational need and/or disability.

8. PROGRESS

- 8.1. Where a child appears not to be making progress, it may be necessary to present different opportunities or use alternative approaches to learn through a graduated response.
- 8.2. In the setting, staff will use the Early Years Foundation Stage Development matters as a guide as to what children aged 0-5 might achieve by a given age.
- 8.3. All children's progress will be monitored through informal daily assessments with weekly written observations. Longer narrative observations with summative assessments will be undertaken termly.
- 8.4. A delay in learning and development may not indicate that a child has a SEN. Where there is cause for concern there should be a discussion with parents/carers to determine whether there are any underlying factors. In this case, short-term intervention may be required from a single or multi agency. This should be identified through the Early Help Assessment.
- 8.5. Where a member of staff has concerns about the development of a child in one or more areas, the key worker will record observations of the child in the setting, to clarify the child's strengths and areas of need. Staff will consider the child's strengths and needs in relation to communication and interaction, cognition and learning, social, emotional/mental health and sensory/physical needs.

- 8.6. The key person, with the support of the SENco where needed will meet the parents/carers to share the concerns and decide on the best way to meet the child's current needs. This will involve discussing what the child is able to achieve at home. The key person or SENco will record the discussion including parental views.
- 8.7. Where there is a ISP in place, the group may bring the child to the attention of the Local Authority Area SENco with parent's consent.
- 8.8. The key person will ensure that a running record of observations are gathered and maintained in accordance with the agreed frequency of agreed ISP targets.
- 8.9. ISP continues to be monitored and reviewed in partnership with parents each half-term.
- 8.10. SENco will advise the key person when it is appropriate to move to the next stage of support.

9. NO PROGRESS

- 9.1. Key person and SENco where needed will meet the parent/carer and discuss referral to an outside agency.
- 9.2. SENco completes referral to relevant agency and informs Area SENco.
- 9.3. Continue to implement and monitor ISP.
- 9.4. Regular meetings with parents must take place during the process to ensure that they understand what is happening and can express their views.
- 9.5. Where any specialist advice has been sought from beyond the setting, this along with observations and parental knowledge should be brought together to inform decisions about whether a child has SEN.
- 9.6. **Where a child continues not to make progress despite the intervention of specialist services and evidence-based interventions at the group**, an Education, Health and care needs assessment would be considered.
- 9.7. With the knowledge, and where possible, the agreement of the parent/carer, the group will bring the child to the attention of the local authority and will co-operate in providing the requested information to complete a EHC assessment (refer to the SEND code of practice 2014)

10. RECORD KEEPING & SHARING

- 10.1. In all cases, a dated record will be kept of all communications with parents and professional, any referrals made in the relation to the child and any interventions.

10.2. All meetings and reviews will be captured in recorded minutes, so a clear record of decisions/interventions is maintained.

10.3. Parents will be advised of the need for the setting to share SEN records and information with any receiving setting where the child is transitioning.

11. RESPONSIBILITIES ASSOCIATED WITH THE POLICY

Childcare and other Service Managers, the Director of Children’s Services, Senior Management Team and the Board, have responsibility for the daily application of this policy.

12. ASSOCIATED DOCUMENTS AND POLICIES

- SEND code of practice 2014.
- EYFS 2014 (revised 2017)
- Education Act 2011
- Equality Act 2010

13. REVIEW

This policy will be reviewed on a two-year cycle or when procedural or legislation changes arise that will impact on this policy.

Date Originated	MAY 2019	Signature
Date Reviewed		