



SEND Policy

Special Educational Needs and Disability (SEND) – Children and Families Act 2014

The Children and Families Act 2014 has placed a requirement on local authorities to publish information on services and provision across education, health, social care and transport for children and young people (aged 0 – 25 years) with special educational needs and disabilities. This is called the Local Offer. The purpose of which is to enable parents, carers and young people to find services that are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our setting's offer and demonstrates how we provide for children with special educational needs and disabilities. We provide information on our areas of experience and training in Special Educational Needs and Disability (SEND Provision) on the Hounslow Family Services Directory within the Hounslow Local Offer.

Aims

We will ensure we:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on identification and assessment of any needs not being met by the universal service provided by the nursery
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a Special Educational Needs Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs (SEN) and the SEN Code of Practice
- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn quicker, e.g. gifted and talented children are also supported
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities

- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.
- We provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential.
- We ensure our provision is inclusive to all children with special educational needs.
- We have regard for the DfE and DoH The Special Educational Needs Code of Practice 0 – 25 years (2015).
- We comply with the Statutory Framework for Early Years Foundation Stage (2021).
- We comply with the Equality Act (2010).
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We are committed to working closely with parents and/or carers who are fully involved in all decisions that affect their child's education.
- We support parents and/or carers and children with special educational needs.
- We work in partnership with parents and/or carers and other agencies in meeting individual children's needs.
- All children have a right of full access to early years education through The Early Years Foundation Stage.
- All children have a right to expect to learn in a caring and considerate environment where staff and the children are all valued for their contributions.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.

Our Commitment

Sticky Faces nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other 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.

The nursery believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

Sticky Faces nursery is committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. The nursery is 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.

Here at Sticky Faces we feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parents
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child's development.

All children will be given a full settling in period when joining the nursery according to their individual needs.

Named Special Educational Needs Co-ordinator (SENCO)

Lead: Michella Taylor

Deputy: Chloe Power

- They have completed specific SENCO training and also attend relevant forums and training to keep up to date on issues relating to inclusion and SEND.
- Our SENCO - Works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our SEND Policy
 - Co-ordinates provision for children with special educational needs within our setting
 - Offers support for parents / carers
 - Supports staff development - Liaises with other professionals / agencies
 - Ensures appropriate records are kept - Assists staff in making observations and assessments
 - Assists staff in planning for children with special educational needs - Works in partnership with the London Borough of Hounslow Early Years SEN Team to develop inclusive practice within our setting
 - Seeks advice and practical support from the Early Years SEN Team to support with appropriate next steps for children on the SEND Support Register
 - Contacts our Early Years SEN Advisory Teacher at an early stage for informal advice and support

Inclusion Arrangements (Equalities Act 2010)

- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- Children's progress and wellbeing is monitored, and adjustments are made to meet their individual needs.
- Resources are used effectively and efficiently to ensure all children can use them.
- Resources are at children's level and accessible by all.
- Adjustments are made to resources according to each child's individual need to allow every child to have a go.

Admissions Arrangements

- We ensure that our inclusive admissions practice embraces equality of access and opportunity.
- Our admissions form contains detailed sections/questions specifically on special educational needs and disabilities so that additional need/support is identified as early as possible.

- We encourage parents and/or carers of children with particular needs to approach our SENCO for more information and discuss how their child's needs can be met.
- For a child with complex needs (physical and/or medical) a risk assessment/care plan, additional training for staff and/or specialist equipment may be required before a start date at the setting can be agreed.

Access for adults and children with a disability:

Facilities

- Our setting is wheelchair friendly and based on one floor , accessible to all.
- There is a ramp leading to the nursery and the nursery is based on the ground floor.
- A disabled toilet is available for adults to use. (Including hand rails and support)

Adaptations

- Reasonable adjustments/adaptations will be made, where appropriate, in accordance with the requirements of the Disability Discrimination Act (2010).

Partnership with Parents:

- We work closely with parents/carers of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their children's education.
- We work in partnership with parents/carers and other agencies in meeting individual children's needs.
- We consult with parents/carers at every level of intervention.
- We discuss with parents/carers how they can support their child's progress at home.
- We communicate with parents via letter, verbal, email and 1:1 meetings in a quiet space.
- Where needed we will provide a translator for parents.
- If needed we will translate information into different languages.
- We will explain procedures to parents/carers to develop a close working relationship.
- We provide parents/carers with information on sources of independent advice and support e.g. The Special Educational Needs and Disability Information, Advice and Support Service (IASS) / Independent Parental Special Education Advice www.ipsea.org.uk / Contact a Family SEN Advice Service (0808 808 3555).

Confidentiality:

- We will respect parent's/carer's rights to confidentiality when supporting children with special educational needs.

- We will always discuss any possible referrals to other services with parents/carers to seek their agreement before we make such referrals.
- All meetings with parents/carers other than the normal parent staff contact will take place in private.
- All our staff will need to be aware of any targets agreed for a child as they are all likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the setting Manager, SENCO or parent/carer.
- Records will be kept in a file in the office, only the settings SENCO will have access to the file.
- Staff have a signed a confidentiality agreement as part of their induction process.

Staffing and Training:

- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer e.g. Makaton, PECS, Intensive Interaction, Autism Awareness , Inclusion Funding training, EHCP training and Lycra Training.
- The settings SENDCO is trained with the relevant training to fulfil their role.
- The Hounslow Borough provide support and specialist training to support settings.
- The setting SENDCO's have been trained with the Hounslow borough and attend update trainings once a term.

Curriculum, Resources and Learning Environment

- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- Activities are planned and resources adapted and varied to meet a range of needs.
- We provide a sensory room adapted to those in our cares needs.
- Adaptions to all activities and resources will be made to suit individual needs. Differentiation is used to ensure all children can have a go.
- The SENCO requests Inclusion funding to ensure we meet the needs of every child.
- We maintain contact with other nurseries to swap and exchange resources (banana moon Chiswick)
- We follow the SEND guidance for 0–25-year-olds issued by the government. **The Early Years Foundation Stage Statutory Framework (2021)**
- We maintain high aspirations and outcomes for all children underpinned by a good understanding of child development?
- Planning is based on the above information and incorporates the targets of those with additional needs to ensure they feel included at all times.

- When planning we think about the needs of the children attending on that day and adjust activities according to this.

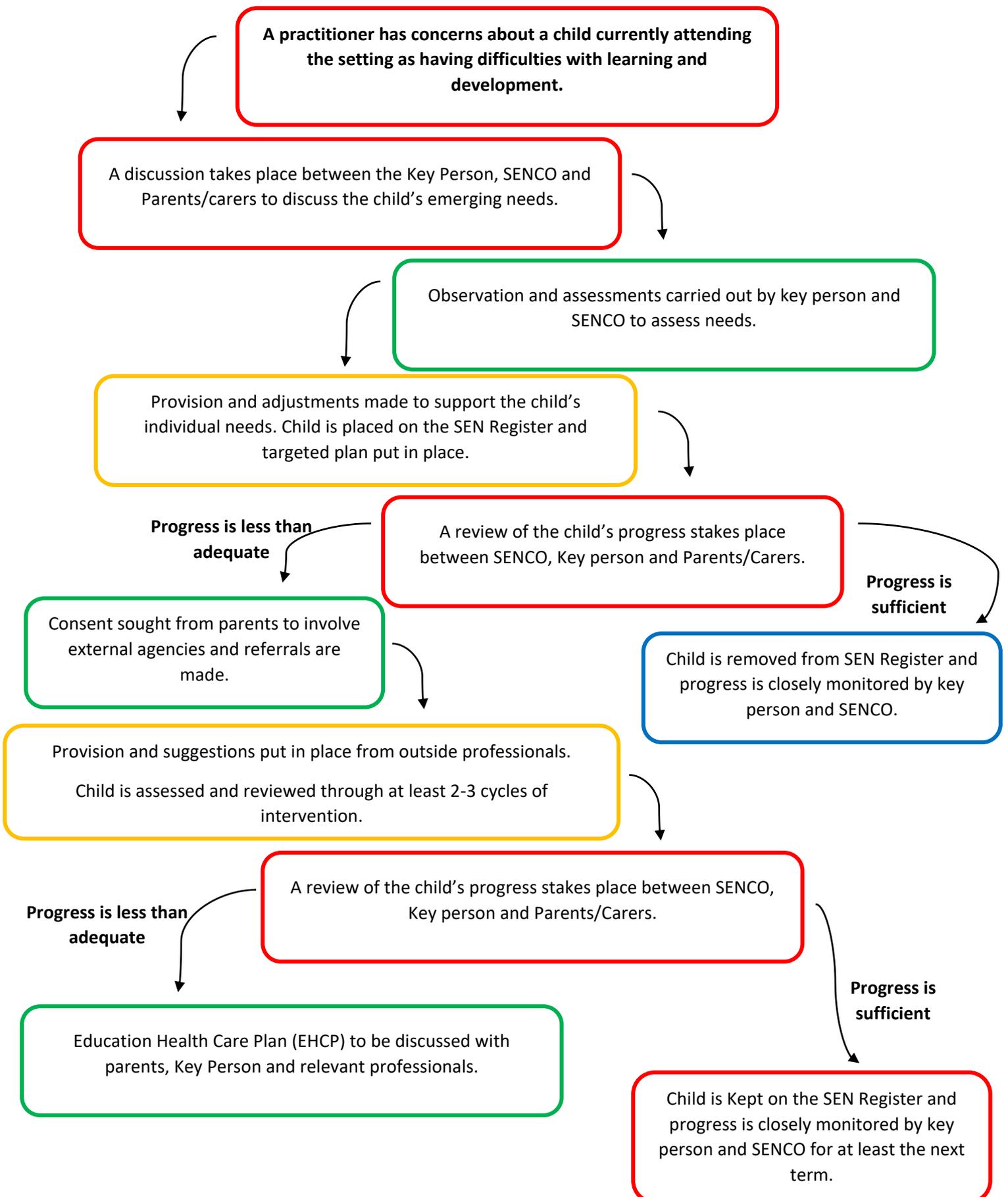
Identification and Assessment

- We use the **Birth to 5 Matters** non statutory guidance for the Early Years Foundation Stage to support initial identification of SEND.
- We use a range of assessment tools to support early identification of SEND such as WELCOMM assessments and tools provided by Hounslow SEN team.
- We ensure that children with special educational needs are appropriately involved at all stages of 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 use targeted plans, tracking and progress reports for keeping records of the 'assess, plan, do and review' for children with special educational needs.
- We ensure that all staff are aware of the SEND Policy and the procedures for identifying, assessing and making provision for children with special educational needs.
- We undertake a progress check at the age of 2 which supplies parents/carers with a short summary of their child's development and is an opportunity to discuss any areas of concern in development.

Procedure:



Do you have a concern about a child's development?



The Graduated Approach

As above we use the Graduated approach to support children with additional needs.

The Graduated Approach as outlined in The SEND Code of Practice 0 – 25 years (January 2015):

Below is the SEN Support that we provide for identifying and supporting children with SEN or disabilities within our setting:

Assess

- We use initial observations and assessments from staff, information received from external resources and/or parental concern to support early identification.
- We use on-going observational assessments linked to the Early Years Outcomes/EYFS Development Matters/ Birth to 5 Matters to support early identification of needs.
- We use a range of additional assessment tools to contribute to early identification

Plan

- We use targeted plans to agree targets, interventions and support for a child identified with special educational needs with a child-centred focus and outcomes underpinning and informing the content of the plan.
- The SENCO will liaise with the child's parents/carers, together with the child and external agencies, if appropriate, in planning new targets.
- We encourage parents/carers to attend targeted plan meetings.

Do

- The Key Person will be responsible for working with the child on a daily basis
- Our SENCO will support and oversee implementation of targeted plans.

Review

- The SENCO will organise review meetings with parents/carers, Key Person and external professionals to monitor progress.

Requesting an EHC needs assessment

- If a child is not making expected progress, we will discuss requesting an EHC needs assessment in consultation with the parents/carers and outside professionals.
- The Local Authority (LA) considers the need for an EHC needs assessment via an EHC Panel, and if appropriate a multi-disciplinary assessment will be made.
- Where the Local Authority decides to carry out an EHC needs assessment it will seek information from us about the child's needs.

Education, Health & Care Plan (EHC Plan)

- EHC Plans will be reviewed at least every three to six months to ensure that provision continues to be appropriate.

Links with Support Services and other Agencies

Agencies presently used are:

- The Early Years SEN Team (EY SEN Advisory Teachers & EY Specialist Practitioners)
 - Health Visitors
 - Speech and Language Therapy Service
 - Physiotherapy Service
 - Occupational Therapy Service
 - Child Development Clinic (Community Paediatricians)
 - Local Children's Centre Staff
 - Advisors for visual and/or hearing impairments
 - We have a knowledge of local services e.g. Family Information Service & The Hounslow Local Offer
 - Great Ormand Street Hospital
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- We work in partnership with parents and other agencies in meeting individual children's needs.
 - 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 can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and others.

We access support from the London Borough of Hounslow Early Years SEN Team through:

- Training on SEN / Inclusion via Early Years and Childcare Service Training Calendar
- Training on SEN / Inclusion directly via the Early Years SEN Team
- Four sessions of Hounslow SENCO training
- Attendance at termly SENCO Forums
- SEND Planning & Review meetings through visits or cluster meetings
- Forms and document templates provided by the Early Years SEN Team
- SEND Support Register Update meetings
- SENCO Support meetings
- General advice and support on emergency queries

Additional Funding Stream - SEN Inclusion Funding

- A delegated inclusion budget for SEND is provided by Hounslow Local Authority.
- SEN Inclusion Funding is a means of enabling settings to provide early intervention and promote inclusion for children identified with special educational needs and disabilities.
- Requests for SEN Inclusion Funding are made by the early years provider.
- Information on SEN Inclusion Funding can be found on the Hounslow Local Offer.
- Sticky Faces will always seek consent from parents and carers before requesting funding and will discuss with parents what the funding is being used for.
- Sticky Faces will follow and adhere to the terms and conditions set by The Hounslow Local Authority to spend the inclusion funding.
- The inclusion funding will be used solely for the purpose of supporting the child who was awarded it.

Additional Funding Stream – Disability Access Fund

- The Disability Access Fund (DAF) is financial support in early years settings for three to four year olds with special educational needs or disabilities.

- It is available to children of three and four years of age who are in receipt of child Disability Living Allowance (DLA) and the universal free early education entitlement.
- £615 is paid once, annually, for each eligible child.
- If the child uses more than one early years provider, the parent must choose which 11 Early Years SEN Team September 2021 Please do not photocopy or share this information sheet without seeking consent from the EY SEN Team. provider gets the funding.
- If the child moves setting in the same financial year, the fund will stay with the designated early years provider, and the child will not be eligible for a new payment until the next financial year.
- Information on DAF can be found on the Hounslow Local Offer. For each eligible child, parents will need to:
- fill out a DAF Parent Declaration Form provided by the early year's provider.
- Share a copy of the Disability Living Allowance (DLA) letter.
- The early years provider will then notify the Local Authority of the child's eligibility.

Transition Procedures

As part of good practice for transition and as stated in the SEND Code of Practice 0-25 years (January 2015 Para 5.47 Page 88):

'SEN Support should include planning and preparing for transition before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with the parents the information to be shared as part of the planning process.'

- Supporting the transition of a child with additional needs from the current placement to a new placement is an important part of the work of the setting SENCO.
- Successful transition for a child with additional needs means that they can be appropriately supported immediately upon starting at their new setting/school and will enable them to continue learning as effectively as possible.
- Agreement to share information with next placement is discussed and obtained with parents/carers. We discuss with parents the reasons for sharing information, what will be shared, how and with whom.
- We hold a transition meeting at the setting in the term before transition takes place and invite parents/carers and next placement.
- In partnership with parents/carers and next placement, we share relevant information such as the child's areas of need, strengths and EYFS Development Matters and/or Birth to 5 12 Early Years SEN Team September 2021 Please do not photocopy or share this information sheet without seeking consent from the EY SEN Team. Matters information in the prime areas of learning and development. We also share the stage of SEN Support, assessment information (within the setting as well as from relevant outside agencies), targeted plans including strategies and interventions and information on additional funding.
- Relevant paperwork is sent to next placement.
- We liaise with the child's next placement and invite them to visit our setting to familiarise themselves with, and observe, the child and to share information in partnership with parents.

Complaints Procedure

Our Complaint procedure is as follows:

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with our manager first.
- Most complaints should be resolved amicably and informally at this stage.
- We record the issue, and how it was resolved, in the child's file.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed our manager and signed by the parent.
- Our setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, our manager meets with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation within 28 days of him/her making the complaint.
- When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to Ofsted on request.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our manager and the owner. The parent may have a friend or partner present if they prefer and.
- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record.

Stage 4

- If at the stage three meeting the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to

both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.

- The mediator keeps all discussions confidential. S/he can hold separate meetings with our staff and the parent if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent and our manager and owner is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone presents at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local Safeguarding Children Board and the Information Commissioner's Office

- Parents may approach Ofsted directly at any stage of this complaint's procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can complain to Ofsted by telephone or in writing at:
- Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD
- Tel: 0300 123 1231
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board.
- The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at [our/my] setting. The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk.

Records

- A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

Monitoring the Policy

- We monitor and review our policy annually.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- 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.

<u>Review Date</u>	<u>Signed</u>	<u>Position</u>