**Busy Bodies Child Care Centre Ltd**

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

Children with SEND have needs or disabilities that make it harder for them to learn than most children of the same age. As a setting we plan to support the four main areas of need:

• communication and interaction,

• cognition and learning,

• social, emotional and mental health,

• sensory and or physical needs (EYFS 3.67)

Many children will have SEND of some kind at some time. Early identification is essential in order to support the child and help them to achieve within Busy Bodies.

We have regard for Children and Families Act 2014 in relation to SEND, and the guidance provided in the SEND Code of Practice 2014 (SEND Code 2015) The Act promotes the participation of parents, carers, children and young people in decision making about SEND.

**What is special educational needs?**

A child or young person has special education needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provisions that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision **Code of Practice 2014**

Busy Bodies recognises that the needs of high achieving children should also be catered for and recognised at all times.

**Aims**

We aim to enable all the children to have equal access to the curriculum in an environment where every child is equally valued and respected.

We aim to promote an inclusive environment where all children, whatever their needs, can learn and develop in a happy, caring and educational environment.

We aim to adapt our routine, activities and environment to allow us to cater for the individual child and for them to participate and reach their full potential in a happy inclusive environment.

Through detailed curriculum planning, using the EYFS guidelines and organisation of resources, we aim to make all activities available to all children throughout MPEY at a level appropriate to their individual developmental needs. The EYFS is a legal framework that states all registered Early Years settings must have arrangements in place to support children with special educational needs or disabilities. This includes providing a written progress check when the child is 2 years old, ongoing observations and a written assessment in the summer term of reception year in school.

We aim to involve parents/carers in a working relationship and to work in partnership with outside agencies.

We aim to monitor and review individual needs of children, enabling early identification and to facilitate early intervention.

We have regular staff meetings where SEND issues are discussed; SEND is always on the agenda. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.

**Equal Opportunities and Inclusion**

Through all that we do we ensure that Busy Bodies meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability, and social circumstances. It is important that at Busy Bodies we meet the diverse needs of children to ensure inclusion for all and that all children are prepared for full participation in a multi-ethnic society.

**Educational Inclusion**

At Busy Bodies we aim to offer excellence and choice to all our children whatever their ability or need. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community. Through appropriate curricular provision, we respect the fact that children:

* Have different educational and behavioural needs and aspirations.
* Require different strategies for learning.
* Acquire, assimilate and communicate information at different rates.
* Need a range of different teaching approaches and experiences.

**SENCO: Special Educational Needs Coordinator**

The designated SENCO at Busy Bodies Childcare Centre is James Boddey. The SENCO is responsible for the day-to-day operation of the policy and coordinating provision for the children.

The SENCO is responsible for liaison with parents/carers, staff and other agencies and support staff within the setting.

All staff are responsible for observations, record-keeping, care plans and IEPs.

The SENCO has an overview of each child; she collects and records relevant information about children with SEND.

The SENCO will attend regular training.

The SENCO ensures that the SEND policy is up to date and is followed by everybody.

The SENCO makes sure that appropriate care plans or IEPs are in place for children who need them and that relevant background information about children with SEND is collected, recorded and updated.

At Busy Bodies, in the absence of James Boddey, Julie Boddey will take the role of SENCO.

**Identification and Responding to SEN**

- This is the responsibility of all staff.

- The key person for the child makes observations, which are confidential but can be shared with parents, other staff and agencies.

- The SENCO will help and consult other agencies.

- The manager has the overall view and speaks to the parents/carers.

- It is the parents’ or carers’ responsibility to tell staff of any issues that may affect their child.

**Identifying SEN**

- We monitor and review the progress of all children throughout the early years.

- Staff raise concerns they may have with the SENCO and manager.

- We consider all the information about the child’s learning and development from within and beyond our setting, from formal checks, from practitioner observations and from any more detailed assessments.

- We particularly consider information on a child’s progress in communication and language, physical development and personal, social and emotional development.

- Discussions may take place in staff meetings; SENCO is present, or will be consulted whenever necessary.

- Parents or carers may approach staff with their concerns.

- We may seek specialist advice from outside agencies, which will also inform our decisions about whether or not a child has SEN.

- We bring together all information, together with the observations of parents/carers. - We will seek to determine if there are any causal factors such as an underlying learning or communication difficulty. If we feel that housing, family or other domestic circumstances may be contributing towards the child’s behaviour, we will refer to the Early Help Assessment to support a multi-agency approach.

**Responding to SEN**

When staff who work day-to-day with the children or the SENCO identify that a child has SEND, together they provide interventions that are additional to or different from those provided as part of the setting’s usual curriculum offer and strategies.

- A care plan or IEP will usually be devised.

- We ensure that the provision for SEND children is the responsibility of all members of staff.

- We work in partnership with parents/carers to establish the support the child needs.

- We will consider the four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical needs.

- We provide a broad and balanced curriculum for all children with SEND

- Nursery staff should be sensitive to the parents’ feelings and should present a positive attitude.

- We ensure the privacy of children with SEND when intimate care is being provided.

**Graduated approach**

We adopt a graduated approach with four stages of action: assess, plan, do and review.

Assess: the child’s difficulties are assessed so that the right support can be provided. This includes asking parents or carers what they think, talking to professionals who work with the child, looking at records and other information. This is reviewed regularly so that the support provided continues to meet the child’s needs. This might mean obtaining advice and further assessment from specialists such as educational psychologists, speech and language therapists or occupational therapists.

Plan: we agree, with the parents/carers, the outcomes that SEN Support is intended to achieve. All those involved have a say in deciding what kind of support will be provided, and decide a date by which we will review this so that we can check to see how well the support is working and whether the outcomes have been or are being achieved.

Do: we put the planned support into place. The key person remains responsible for working with the child on a daily basis, but the SENCO works closely with the key person and the child’s parents or carers to track the child’s progress and check that the support is being effective.

Review: the support the child received is reviewed at the time agreed in the plan. Reviews are normally conducted termly, but occasionally may be more frequent. The Review will be led by the key person or, in more complex cases, by the SENCO. The key person, SENCO and parents/carers can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

**Statementing and the transition to Education, Health and Care (EHC) Plans**

When, despite taking relevant and purposeful action to identify, assess and meet the special educational needs of the child, expected progress has not been made, we may decide to request - with parental agreement - that the Local Authority carry out a Statutory Assessment. We will supply the Authority with copies of all records regarding SEN Support, reviews and professional reports already obtained.

Where a child is in receipt of a Statement or EHC Plan, the SENCO will work with the Local Authority to implement the provision specified therein, which is a legal obligation. An IEP will be drawn up and the Statement/EHC Plan will be reviewed annually. Annual Reviews are conducted by the SENCO, and involve consultation with parents/carers, key professionals and the child. Evidence from this meeting may lead to amendment of the Statement/EHC Plan; if all the outcomes have been achieved the Plan may no longer be needed.

**Transition**

Before a child moves into another setting or school, SEN Support includes planning and preparing for transition. This includes a review of the SEN Support being provided or the EHC Plan. To support the transition, information is shared between Busy Bodies and the receiving setting or school. We agree with parents the information to be shared as part of the planning process.

**Support services available; links with other agencies**

When a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child’s area of need, we involve appropriate specialists (health visitors, speech and language therapists, portage workers, educational psychologists, etc.) who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists is taken with the child’s parents. Specialist assessment and provision may be funded privately by the parents, or be covered under the NHS, Local Authority or a charity. The options will be discussed extensively with parents beforehand.

**Local Offer**

Local authorities such as Shropshire must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled. Busy Bodies have created our own Local Offer which is available form the Parent / Carer Information Board or on the website.

**Confidentiality**

All information, EHC Plans and IEPs on each individual child are kept strictly confidential within Busy Bodies.

**Useful links**

SENTeam@shropshire.gov.uk (01743 254 366)

Local Offer – information on services available to children and young people from birth to 25 years with SEND.

Family Information Services Shropshire

FIS@shropshire.gov.uk

01743 254 400

Shropshire Council

The Chancery

Abbey Foregate

Shrewsbury

Shropshire

SY2 5DE

Early Help forms from Shropshire Council.

[www.foundationyears.org.uk](http://www.foundationyears.org.uk)

www.IASSnetwork.org.uk

www.shropshire.gov.uk/localoffer

Shropshire Parent and Carer Council

PO Box 4774

Shrewsbury

SY1 9EX

[www.paccshropshire.org.uk](http://www.paccshropshire.org.uk)

enquiries@paccshropshire.org.uk

0845 601 2205

Parent Partnership Service

The Glebe Centre

Wellington

Teford

Shropshire

TF1 1JP

[info@pps-shropshireandteford.org.uk](mailto:info@pps-shropshireandteford.org.uk)

[www.pps-shropshireandtelford.org.uk](http://www.pps-shropshireandtelford.org.uk)

01952 457 176

Nasen SEND gateway

This policy and procedure will be reviewed annually.

Updated on ………………………………………….. By …………………………………………………………..

This policy has been read, understood and signed by all the staff.

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