

# Thanet Early Years Project

## Special Educational Needs/Disability Inclusion Policy

Thanet Early Years Project believes that all children have a right to a broad and balanced early years curriculum. We welcome all children regardless of their individual needs and we aim to welcome them into an all-inclusive setting.

In order to achieve this we work closely with the children, their parents / carers and other agencies if this is necessary.

We aim to identify any special educational needs and disability (SEN/D) that a child may have in partnership with the child and their parent/carers in order to ensure the child receives 'the best possible educational and other outcomes' in order to become 'confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education whilst in our care ' (Send code of practice 0-25yrs – Jan 2015)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At each setting, there is a nominated SENCO (Special Educational Needs Co-ordinator), of which details are available below.

The SENCO at \_\_\_\_\_ Nursery is \_\_\_\_\_

The role of the SENCO is as follows:

- Works with the key person to identify any SEN/D concerns a child may be displaying.
- To meet with the child's parent(s)/ Carer(s) to discuss such concerns.
- With parental/ carer consent and in partnership with parent/carers, (and child if appropriate); the SENCO will meet with the key person and parent/carers to prepare a Targeted Plan (TP) which includes strategies and aims to support the child to make progress.
- Works in partnership with parent/carers and key person to monitor the effectiveness of the strategies and aims in place.
- Organises regular reviews with all those involved with the child.
- With the manager and agencies, arranges for the acquisition of any special equipment or resources needed to meet a child's individual's needs.
- Seeks advice and guidance from outside agencies and attends any necessary meetings regarding the child.
- To keep up to date with relevant changes in government initiatives and legislation through reading and research and by attending SENCO Network Meetings.
- To maintain records in accordance with the Best Practice Guidance (BPG) and welfare requirements and to keep setting records that help to identify individual children such as a SEN register, BPG checklists, Care plans/Risk Assessments/Personalised Emergency Evacuation Plans (PEEP); and / or which monitors individuals progress (observations, review Matrix and review Two Year checks) or observations identifying children requiring additional support.

We identify SEN/D through a **graduated approach** as set out in the Best Practice Guidance (2014) revised January 2015 updated April 2020.

- We check every child's progress through regular observation and assessments and monitor every child who appears to be having difficulties in any area of development including problems with behaviour.
- If a child needs something additional to or different from our usual early years curriculum we discuss this with parents / carers, key person, and if possible, with the child. At this stage we will prepare a Targeted Plan which shows clear aims for the child.
- If we cannot meet a child's additional need within the nursery the SENCO may make a referral in agreement with the parent / carer to an outside professional such as a speech and language therapist or an ASQ assessment via a Health Visitor or a specialist teacher via the LIFT process, or a Children's Care Coordination Team (CCCT) referral to the Health team.
- The SENCO will then attend a Local Inclusion Forum Team (LIFT) meeting with outside professionals and discuss the child's needs. If a specialist teacher is appointed, then they will support the SENCO to review the outcomes and targets for the child. The personalised plan will be reviewed termly and adjust any plans accordingly.
- The SENCO will organise review meetings to monitor progress. Following reviews, if necessary a request to Senif may be necessary to support the child, in discussion with parents and STLS.
- If the family are claiming disability benefit, the nursery SENCO will apply for DAF funding with parent agreement to support the child with further resources or support. Parents/Carers to provide DLA evidence document.

The SENCO will work with parents / carers and other professionals by providing observations and assessments and, if it is necessary, the SENCO will contribute towards any Educational, Health and social Care Plan (EHCP).

All Early year's providers have to work with a statutory framework. This includes: The EYFS, The Special Educational Needs Code of Practice 0-25yrs (2015) and The Equality Act 2010.

### **Transitions**

The SENCO will support children with SEN/D in the transition to school or another setting by providing progress reports, targeted plans and records of reviews and possibly through personal visits. This can also include a review of the SEN/D support being provided or the EHCP.

This policy should be read in conjunction with Thanet Early Years Project Inclusion and Equality and Diversity Policies.