** POLICIES & PROCEDURES
 *E C Roberts Centre***

Nursery SEND Policy

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| **Version** | **Date** | **Reason for change** | **Authorised by** |
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**CONTENTS PAGE**

**1 PURPOSE 2**

**2 SCOPE 2**

**3 RESPONSIBILITIES 2/3**

**4 PROCEDURE 3/4**

**5 LINKS WITH OTHER POLICIES AND PROCEDURES 5**

**6 RECORDS 5**

**7 APPENDICES – SEND pathway for early year’s settings**

 **Individual educational plam (IEP)**

 **Individual behaviour plan (IBP)**

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1. **PURPOSE**

To ensure that all children are cared for and educated to achieve the best possible outcomes. To ensure children with additional needs or emerging needs, and their families are identified and supported within nursery and in transition to school or other settings.

1. **SCOPE**

This policy covers the Roberts Day Nursery and RC Play scheme

1. **RESPONSIBILITIES**
	1. FAMILY SERVICES MANAGER

The Family Services Manager is responsible for the delivery and overall operation of the NURSERY service and as such will:

* Agree any changes or amendments to the procedure
* Ensure that any changes or amendments are utilizing best practice and reflect our values.
* Review this policy every year.
	1. THE NURSERY MANAGER

The Nursery Manager (NM) is responsible for the day to day running of the nursery ensuring the Nursery operates within statutory, legislative guidelines and good practice working with the early year’s foundation stage. With direct line management of the Deputy Manager, Apprentices, Nursery Practitioners, Volunteers and Bank Staff and as such will:

* Ensure that all Staff, Parents/Guardians are aware of the contractual obligations of the Nursery registration forms and the relevance of their future use in terms of access to children from the Nursery.
* Be responsible for ensuring all Nursery staff are aware of and understand the procedure
* Ensure that the procedure is reviewed regularly and amended if appropriate
* Ensure that the procedure is followed appropriately
	1. DEPUTY MANAGER

Under the direction off the Nursery Manager the Deputy Manager is responsible for delivering the Nursery service ensuring the Nursery operates within statutory, legislative guidelines and good practice working with the early year’s foundation stage. With direct line management of the Nursery Practitioners, Volunteers and Bank Staff and as such will:

* + Raise any queries or concerns with the Nursery Manager
	+ Be responsible for ensuring all Nursery staff are aware of and understand the procedure
	+ Ensure that the procedure is reviewed regularly and amended if appropriate
	+ Ensure that the procedure is followed appropriately

3.4 NURSERY PRACTITONER

The Nursery Practitioners are responsible for delivering the Nursery service and as such will:

* Be responsible for understanding and following the Nursery process and procedure, in line with other ECRC policies and procedures
* Ensure that they deliver the service in accordance with these
* Raise any queries or concerns with the Nursery Manager

Apprentices

1. Policy/procedure

**SENCO- Caroline Mathieson**

All children have the right to be cared for and educated to achieve the best possible outcomes to share opportunities and experiences and develop and learn alongside their peers.

We recognise that some children may have additional needs that may require particular help, intervention, and support. These needs may be short-lived for a particular time in the child’s life or may require longer term support.

At all times, we will work alongside each child’s parents and any relevant professionals to share information, identify needs, and help the child and their families to access the support they need.

We are committed to providing a childcare place, wherever possible, for children who may have special educational needs and/or disabilities (SEND) according to their individual circumstances and the nursery’s ability to make any reasonable adjustments in order to provide the necessary standard of care.

**Definitions to Describe SEND and Disabilities**

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age.

 A child under compulsory school age has SEND if she or he is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision were not made for them.

A disability is defined in the Equality Act 2010 as “a physical or mental impairment which has a long-term and substantial adverse effect on their 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 impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision, they are also covered by the SEND definition.

At the Roberts day nursery use the approach of Assess-Plan-Do-Review (from SEND code of practice page 86) for our children to best support their individual needs and to support their learning and development. See Portsmouth SEND pathway for early year’s settings (appendix 3).

We will support children by:

* Liaising with the child’s parents
* Observing each child’s development and monitoring observations regularly
* Liaising with any other relevant professionals engaged with the child and their family seeking any specialist help or support
* Attending any assessment or review meetings with the local authority/professionals
* Creating individual education plans where necessary.

All children who require individual Education support will have an Individual Education plan (IEP) (appendix 2) drawn up which will identify appropriate tasks suitable to be carried out with the individual child, by their key worker. The IEP will be reviewed each term by the SENCO (Special Educational Needs Coordinator) and the child’s key worker.

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting will consider requesting an Education, Health, and Care needs assessment” (SEND CoP 2014 pg. 88)

**Play scheme**

The Roberts centre runs an extensive and varied Play Scheme that includes sports, arts & crafts, cooking, music, team games, trips out and free play. We strive to value every child for who they are and meet their individual needs.

To meet children's needs at play scheme we will:

* Work with parents, gathering information about children's needs before the start of play scheme. We will gather information using the registration forms, phone calls or meetings with parents before play scheme starts.
* Communicating with parents regularly with updates on how behaviour has been during the session, any problems, or concerns. We encourage parents to share with us any changes in behaviour or needs before a session starts.
* Liaising with professionals working with the family such as teachers, support workers etc. To gain knowledge of the child, strategies which work for the child.
* Risk assessments created for individual children. To include considerations such as increased ratios, reducing hours spent at play scheme making reasonable adjustments to the environment where necessary.
* Individual behaviour plans (IBP) (appendix 3) with strategies to support positive behaviour and managing triggers of behaviour.
1. **LINKS WITH OTHER POLICIES AND PROCEDURES**

This policy should be read in conjunction with the following policies:

* Care and Learning
* Safeguarding Children Policy
* Partnership with parents
1. **MONITOR AND REVIEW PROCESS**

This policy must be reviewed annually by the Nursery Team unless an earlier review is required by external factors.

**7. Appendances**

Individual behaviour plan (IBP)

Individual educational plan (IEP)

SEND pathway for early year’s settings

Appendix 1

Individual Behaviour Plan

Child’s name: D.O.B:

**Strengths**

**Area of concern**

**Targets**

1.

**Strategies**

Notes/Comments

|  |
| --- |
|  |

Appendix 2

Name: DOB: Start date………. Review date……….............

Summary of Concerns:

Summary of Strengths:

|  |  |  |
| --- | --- | --- |
| Target  | Who How, when to be achieved? | Outcome when achieved  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| Interests |  |
| Activities/resources |  |
| Notes/Comments  |  |

Senco Signature…………………………. Key Person ……………………….Parent Signature……………………………..

Appendix 3



Key person/parent raises concern about a child's development and progress.

**Is this a new concern?**

**Check what information the parents are happy to share and who with - ensure parents have signed appropriate consent and have given specific permission to share.**

**Portsmouth SEND Pathway for Early Years Settings**

* Work in partnership with parents to discuss child's progress and share concerns
* Share setting Local Offer with parent when appropriate
* Keep records and agree actions - include dates of meetings/phone calls.

**Do concerns remain?**

**Assess**

Child is working at age appropriate developmental stages against EYFS and is making progress

**Continue to follow effective EYFS practice.**

Gather existing information regarding SEND needs, eg

* **Health Visitor** (HV) information and developmental checks

 - **call 0300 123 6629**

* Early Help Assessment
* Looked after Child (LAC)
* Early Years Panel (EYP)
* **Therapies - call 0300 300 2019**

Speech and Language Therapy (SLT)/Occupational Therapy/Physiotherapy

* Vision and Hearing Team
* Portage/Portage+
* Information from other settings attended
* Any other involvements, e.g. Social Care
* Make detailed observations. Build up evidence of child's strengths and areas of concern
* Add child to setting's SEND monitoring list.
* Refer to Ordinarily Available Provision (OAP) for strategies and resources - [Portsmouth Local Offer](http://www.portsmouthlocaloffer.org/)
* Contact Health Visitor (with parents' consent) for any developmental checks and discuss concerns
* Find out if child has had a recent hearing/sight test

**Do concerns remain about the child's** **progress?**

 **Plan & do**

**SEND support**

* Create a plan including interventions and desired outcomes.
* Refer to [SEND Code of Practice](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early_Years_Guide_to_SEND_Code_of_Practice_-_02Sept14.pdf)
* Follow the **ASSESS, PLAN, DO, REVIEW** approach (page 86 of the SEND Code of Practice).
* Refer to the OAP Provision for strategies and resources
* Continue to make detailed observations
* Contact EY Inclusion team eyinclusion@portsmouthcc.gov.uk
* Signpost parents to [Portsmouth Local Offer](http://www.portsmouthlocaloffer.org/)

 **Review**

Review SEND plan in partnership with parents every six weeks or sooner.

Continue with **SEND support** on next page…

**SEND Support**

**Education, Health and Care Plan**

If, despite all the relevant actions being taken, there is still not the expected progress, then a request for an [Education, Health and Care Plan](http://www.portsmouthlocaloffer.org/local-offer-search/item/242) Assessment can be considered and discussed with parents. The child's needs should matched against the Portsmouth Profile of Need. A child matching the level 3 and 4 descriptors is likely to reach criteria for an EHCP.

You will need:

1. an EHA in place
2. evidence of SEND support and progress made over at least two terms
3. where possible, reports from relevant professionals, e.g. SLT, Educational Psychologist

**The child must be known to the EYP.**

**You should inform EY Inclusion team and ask for support if needed**

The request must be made using the Portsmouth request forms and in partnership with parents. It must be submitted to the SEND team at the Civic Offices SEN.education@portsmouthcc.gov.uk

 If an assessment request is declined by the SEND team then continue with SEND plan as before and contact EY Inclusion team.

When referrals have been made:

* Record actions in the setting's SEND folder
* Liaise with outside agencies that are supporting child/family and follow their guidance
* Continue SEND support plans linked to recommendations from outside agencies
* Monitor impact and record observations to show progress
* Keep EY Inclusion team informed/updated if appropriate
* Follow up any blocks or barriers, e.g. slow responses from outside agencies or not being kept up to date with information.

**Is desired outcome being achieved?**

**Discuss with the EY Inclusion team and health visitor if not already done so**

Consider initiating an Early Help Assessment and possible referrals to:

* Speech and Language Therapy (SALT)
* Early Years Panel (EYP) - Setting to contact the HV to discuss. Referral must include the HVs 'Ages and Stages Questionnaire' (ASQ)
* SEND Inclusion Fund (SENDIF) - contact the EY Inclusion team to discuss criteria and process
* Children and Adolescent Mental Health Service (CAMHS) - 0300 123 6632 advice line
* Ensure parents are aware of and can access support if needed - Local Offer, Portsmouth IASS, Portsmouth Parent Voice etc

Continue with

**ASSESS, PLAN, DO, REVIEW** SEND support - see previous page.

**SEND support** continued

**Review** the SEND Plan

* Continue to follow the **ASSESS, PLAN, DO, REVIEW** process.
* Ensure that plans have clear outcomes.
* Track and monitor progress.
* Assess the impact of support and interventions.
* Consider contacting EY Inclusion team eyinclusion@portsmouthcc.gov.uk
* Consider contacting Health Visitor if not already done so

**Is the desired impact being achieved through the plan?**

**Review**