Special Educational Needs and Disability Policy

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (or SEND) code of practice 0 – 25 years.
It has been written with reference to the Equality Act 2010.

Home from Home's named SENCO is **Marcus Tidey**

1. **Introduction**

Home from Home aims to provide children with high quality, individual care.
We value that each child has their own needs. Using a strong keyworker system, we work closely with parents to promote the child's development.
The children are able to access all areas and equipment within the environment, we ensure any child who needs additional help with access, is supported and facilitated in doing so.
Home from Home works closely with parents, carers, colleagues and other professionals, when and if necessary.

This policy was developed through regular monitoring of the previous policy, communication with West Sussex County Council (WSCC) management and any other relevant persons i.e., outside agencies. It is shared with new parents upon joining and emailed to existing parents and employees.

The content of this policy was adapted in line with the **Code of Practice 2015.**

2. **Contents**

The following sections are included in this policy document:

1. Introduction
2. Contents
3. Aims and values
4. Definition of Special Education needs
5. Role of SENCO
6. Identifying Special Educational Needs and Disability
7. Category of needs
8. The SEND support system
9. SEN Register
10. Supporting children and families
11. Medical conditions
12. Training and resources
13. Accessibility
14. Complaints
15. Bullying
16. Review
17. Version Control

3. Aims and values

- To offer a wide variety of engaging and diverse activities, based on the 7 areas of the learning, detailed in the EYFS.
- To provide children with a safe, stimulating environment where all children are encouraged to access activities.
- We work closely with parents and provide regular time for feedback, supporting parents to understand the additional support they can receive.
- We enable parents the opportunities to have meetings with the SENCO's if they have any concerns.
- We work in partnership with various outside agencies, such as WSCC, speech and language therapists, occupational therapists as well as any other relevant services.
- We monitor and review children as individuals to enable early identification such as 2 year checks, ongoing observation, regular progress reports and meetings, so we can work together to have the needs of the child met.

4. Definition of Special Educational Needs and Disability.

A child has Special Educational Needs if they have a learning difficulty or disability which requires special educational provision to be made for them.

This may include difficulties relating to:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

5. Role of SENCO

- Responsible for overseeing the day-to-day implementation of the SEND policy, ensuring that all employees are aware of the policy and what is expected of them.
- Ensuring the policy is carried out and reviewing its effectiveness.
- Providing support for individual children and their families, working closely with the child's key worker and parent to decide upon any action and to be taken.
- Plan relevant learning strategies and making sure parents/carers understand the role of the SENCO.
- Coordinating the provision for children with SEND. Assessing the child's needs and what kind of action needs to be taken.
- Compiling and maintaining the SEN register
- Conducting an annual review of statements of SEN and where necessary, liaise further with parents and outside agencies.
- Ensuring individual support plans are drawn up in consultation with parent, professionals and a contact worker.
- Making sure the child's needs are met in a planned, structured and effective way.
- Monitoring and reviewing one page profile's and making sure employees and key workers

are aware of the children's one page profile for planning and setting up opportunities within the nursery.
- Ensuring that relevant background information about individual children with special educational needs and disabilities is collected, recorded and updated.
- Providing strategies and resources in the setting environment that will best support the child's learning.

6. Identifying Special Educational Needs and Disability

- Parents or other outside agencies can inform us of any concerns involving a child's development
- Employees may notice a child is having difficulty in their development though the use of observations and monitoring.
- Where a SEND is present within the family or the child has a sibling with a SEND and is showing signs of a possible special need, this may be considered as grounds for further observation or communication with an outside agency.

Most developmental concerns respond to general strategies we use to help children with their learning. If they don't respond to this additional help, further action may be taken.

7. There are 4 categories of need they are:

1) Communication and interaction

Children with speech, language and communication needs (SLCN), have difficulty in communicating with others, this could be because they are unable to speak, do not understand what is being said to them or they do not understand the social rules of communication. Children with SLCN may display one or all 3 of these difficulties in communication. Communication and interaction does not only include speech and language, many children who are delayed develop shyness, from attempting to speak, they may use other forms of communication such as gesturing, signing, body language and facial expressions.

2) Cognition and learning difficulties.

Children with cognition and learning difficulties may have difficulty with learning, thinking and understanding or have developmental delay, they have varying levels of moderate, severe or profound learning difficulties or specific learning difficulties.

3) Social, emotional and mental health.

Children with social, emotional and mental difficulties may appear:
- Withdrawn or isolated.
- Disruptive and disturbing.
- Hyperactive and lack concentration.
- Immature in relation to social skills.
- Exhibiting challenging behaviour arising from other complex special needs.

(These side effects may reflect an underlying mental health issue.)

4) Sensory or physical difficulties.

Children with sensory or physical difficulties may have a visual impairment, hearing impairment or multi-sensory impairment, this could include both a visual and hearing impairment, these children will have additional support through use of whatever equipment they need.

These are broad areas and are used for the purpose of identifying the different areas of need, when we look at additional needs, we look at the child as a whole not just the SEND.

8. The SEND support system

At Home from Home, we use a process called; Assess, Plan, Do, Review.

Assess – We observe the child in several different situations i.e., different times of the day, independently, with peers and doing different activities to get a clear view of the child's abilities and needs, we use these observations to plan.

Plan – for the appropriate action we wish to take, for example we may plan to use a One page Profile which will then be put in place. The child's key worker and Parents/carers will make sure this is achievable for the individual child.
We may also have to involve outside agencies (only with parents/carers permission) this may include agencies such as WSCC, Targeted Setting Support (TSS), Speech and language therapists and others depending on the need.

Do – We will carry out our plan, whether that involves referring the child for additional outside support or through a One page profile in-house. (This is carried out by employees in the nursery i.e., key person and SENCO etc.)

Review – We continually review how the additional support is working, this may be through reports, meetings with parents and/or outside agencies, key workers and discussing if the plan needs amending. If a child is progressing well or not as expected we will amend the plan to achieve the best outcome for each child.
We agree to a review date with parents at the start so we can monitor how the child's is progressing.

Parents and children are involved throughout the process, using meetings, conversations and regular updates.
Copies of the One page profile will be shown upon request.

9. SEN Register

<u>Procedure for Adding a Child to the SEN Register</u>

A child will be considered for inclusion on the SEN Register when the following process has been completed:

Stage 1 – Initial Concern

Concerns may be raised by:

- key person
- parents/carers
- SENCO
- health professionals
- other agencies.

The concern will be recorded.

Stage 2 – Observation and Assessment

The SENCO and key person will:

- complete observations
- review developmental assessments
- gather parental views
- consider whether quality-first teaching and reasonable adjustments have been sufficient.

Stage 3 – Discussion with Parents

The SENCO will meet with parents to:

- discuss concerns
- review evidence
- explain the Graduated Approach
- agree whether SEN Support is required.

Parents will be fully involved in decision-making.

Stage 4 – Decision to Place on SEN Register

A child will be added to the SEN Register where:

- they have a significantly greater difficulty in learning than peers of the same age, or
- they require educational provision that is additional to or different from that generally available.

The SENCO records:

- date added
- primary area(s) of need
- agreed outcomes
- planned provision
- review date.

Stage 5 – SEN Support Plan

A personalised SEN Support Plan (or Individual Support Plan) is created, detailing:

- strengths
- identified needs
- targets
- strategies
- interventions
- responsibilities
- review date.

Stage 6 – Review

The plan is reviewed at least every term with parents.

Following review, the child may:

- continue on the SEN Register
- receive amended support
- access specialist advice
- be considered for an Education, Health and Care (EHC) Needs Assessment if appropriate
- be removed from the register if SEN Support is no longer required.

Removing a Child from the SEN Register

A child may be removed from the SEN Register when:

- outcomes have been achieved
- additional provision is no longer required
- progress is sustained through universal provision.

Parents will always be consulted before removal.

The SENCO will document the decision and continue to monitor progress.

10. Supporting children and families

- At Home from Home nursery, we believe in working closely with parents.
- All parents receive daily feedback with their keyworkers, if they wish to talk to their keyworkers during the day, they can call the nursery speak with them at any time.
- At Home from Home, we operate a robust confidentiality policy, information on any child is only shared with the relevant parties and with parents' permission, if outside agencies are involved, they only will be so with written permission from the parent.
- Information will only be shared with relevant employees. If a child needs additional assessments from outside agencies there will be a meeting between parents, keyworker and the SENCO, a permission form will be filled in, this will be the responsibility of the SENCO.

- If a child is recognised as having a SEND, they will also have an additional transition form for school. Parents will be able to see this prior to sending on to the school.
- We have a thorough contact list if families wish to seek further support and advice regarding their child. Please speak to the named SENCO for further details.

11. Medical conditions

At Home from Home, we recognise that a child with medical conditions should be properly supported so that they have full access to the activities on offer. Some children with medical conditions may have disabilities and where this is the case Home from Home will comply with its duties under the Equalities Act 2010.

If a child has a medical condition the correct procedures will be implemented i.e., if a child has an allergy, the employees will be informed and if an epi pen is provided it will be put in a clearly labelled place accessible to ALL employees if needed.

If a child has epilepsy, they will be monitored in line with the parents' wishes, if they have a seizure, they will be given the relevant treatment (which was documented on a healthcare plan and signed by the parent when they joined) this is prior to an ambulance and the parents being called.

All parents' complete forms when they join that outline any medical conditions for their child. Each child will have a medical plan in place, agreed by parents that ALL employees will be made aware of.

Some children may also have SEND and have an Education Health and Care plan (EHC) which brings together health and social care needs, as well as their special educational needs, provision and the SEND code of practice 2015 is followed.

12. Training and resources

At Home from Home if a child joins our nursery, who has additional needs and requires 1-1 support or specialist equipment, the SENCO and management will contact the relevant outside agencies to provide what is needed i.e., equipment or additional employees. If a child has additional needs, of which the employees need training, the SENCO and management will ensure relevant employees undergo the appropriate training and if necessary, feeds back to employees in staff meetings.

At Home from Home the SENCO regularly attends SENCO network meetings to keep up to date with updates in Special Educational Needs and Disabilities.

13. Accessibility

At Home from Home, we adhere to the Equality Act 2010 and believe children have the right to access ALL the equipment they wish to, regardless of SEND or a medical condition – *please refer to our Equal opportunities and Inclusion policy.*

We risk assess all areas of the nursery this includes taking children with SEND into account and regularly updating our risk assessments. We believe that children with physical impairments should be able to access ALL activities they wish to and make adjustments where needed i.e., move toys to a more appropriate level if out of reach.

14. Complaints

If for any reason you would like to make a complaint, please refer to our complaints policy.

Where possible, please speak to your child's keyworker and see if the issue can be resolved and if needed request the presence of our SENCO. If your concerns continue and you are unsatisfied with

the service, then you will need to contact the manager on duty, Nicola Law or Julia Patterson

15. Bullying

At Home from Home, we do not condone any kind of bullying, whether a child has a SEND, a medical condition or for any other reason. We aim to always create a resolution between the children. *Please refer to our Bullying & Harassment Policy.*

16. Review

This document will be reviewed annually or in line with any statutory changes or changes in procedure or process.

17. Version Control

Version	Date	Status	Comments	By
1	September 2015	Issued		Nicola Law
2	August 2023	Reviewed		Annie Parkinson
3	December 2023	Reviewed	Added Version control	Sophie Eade
4	June 2025	Reviewed		Sophie Eade
5	May 2026	Reviewed		Sophie Eade
6	July 2026	Reviewed section about SEN register		Sophie Eade