

Special Educational Needs & Disabilities Policy



We are committed to the inclusion of all children at our day care. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences to develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs, and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique, and we do not attempt to categorise children.

We are committed to working in partnership with parents in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full use of the day care's facilities.

Admission Arrangements

In the majority of cases, adaptations can be made which will enable the child with an additional need to be admitted to Willows Day Care Brecon. Each child's needs will be assessed prior to entry, involving the child's parents, the nursery special educational needs coordinator and any other professionals involved with the child. With parental consent the day care may contact the early years consultant for advice, to ensure the setting is suitable for the child and we are doing all we can to welcome the family.

The Role of the SENDCO:

- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools.
- Liaise with the parents, professionals and the manager in planning activities and making adaptations. Taking into account the wishes of the child, in the light of their age and understanding.
- Arrange staff meetings and appropriate training to ensure all staff are aware of the child's needs, any practice and support needed.
- Work closely with the local authorities, who will be there to support the nursery with advice and guidance, ensuring that there are close links between the setting, the family and other professionals, including supporting the transition to school.
- Taking the lead in implementing the graduated response approach and supporting colleagues through each stage of the process.

Identification and Assessment

Early identification is essential in order to help the child achieve as much as possible during their time at Willows Day Care Brecon. We aim to adapt our routines, activities and environment to allow the child to participate during their time at the day care. Through detailed planning and organisation of resources, we aim to make all activities achievable for all children at a level that is appropriate to their individual needs. We follow the SEN Code of Practice Wales 2021 document.

We have a key person system in place for each child within our setting. This ensures that a member of staff is especially responsible for monitoring the development of a small group of children. Each child has their own learning journey, which contains observations, photographs, examples of their work and any other relevant information to record their development. Alongside the learning journeys the key person is responsible for tracking the child at least 3 times a year. Tracking is used to monitor the child's development, using the early year's foundation stage as guidance to record this information. The key person, will review the child progress and is responsible for reporting any concerns to the settings SENDCO.

The key person system is also used to help parents have a point of contact if they ever have a cause for concern. The key person list is displayed in the hallway on the meet the staff board. Early intervention is essential as it enables the child to receive the full support they require to ensure they have all the correct opportunities to develop. Many children's needs can be successfully supported within a brief time. Parents know their child better than anyone, therefore early intervention will always be supported by the child's family to ensure we are working together.

Graduated Approach

We follow the SEND Code of Practice Wales 2021 recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a SENDCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our SENDCO and appropriate records will be kept according to the Code of Practice.

Plan

Where parents and staff agree the child would benefit from additional support to help them achieve within the setting, many methods may be used.

An Individual Education Plan (IEP) will be agreed with the parents and staff. The plan may include short term achievable targets for the child, strategies to be used, equipment or provisions to assist the child. There will be a date where we would review the child's progress, and continual communication between the setting and family maintained at all times. When developing an IEP, the SMART approach shall be used.

However, if the plan is not effective, then considerations should be given to moving onto the next stage. Parents can ask for assessment through their doctor or health visitor, or the nursery can seek advice from the local authority early years team to find out what other support may be available. Working together with other agencies in time will allow the local authority to make a full statutory assessment of the child. The local authority may then agree to issue an educational health care plan for the child which may enable the nursery and the family to assess additional support.

Review and Record Keeping

The effectiveness of the child's IEP or other interventions must be reviewed at regular intervals, making alterations and adapting wherever needed. Identifying the best way of securing progress for the child's development. At each stage the reviews must be discussed with the child's parents and intended outcomes shared. The settings SENDCO will lead the approach, using the EYFS materials and the code of practice as guidance. All records of the child's progress shall be kept in the settings SENDCO file, and be available to share with any agencies involved.

Transitions

Moving from one setting to another is quite a stressful time for many children. It is our intention to make this as smooth a process as possible. Upon the child's leaving date we would get together in advance a transition document to give to the parent to pass over to the other setting or school. This details where we feel the child is developmentally and gives a general overview of the child's personality and capabilities. We would pass on copies of all relevant paperwork and keep copies at Willows Day Care Brecon.