



## **SEN POLICY**

**Objective:** to support children with Special Educational Needs and to identify a child's needs early.

Barney Bears Nursery has a clear approach to support all children within the setting. We assess all our children's development with support from the Early Years Foundation Stage Development Matters. Please see the EYFS policy for more details.

A child who is already identified with SEN will come with relevant paperwork from outside professionals, this could be an IOP, referrals, reports, EHCP/statements etc., the child's key person and settings SENCO will review all paperwork within the home visit and settling week and will ensure the nursery works towards the outcomes set. The SENCO will familiarise themselves with the child's needs/support and their method of communication and will convey all information back to the staff team through handovers and staff meetings/training.

The key person gathers this information about the child and keeps a record within the child's learning journeys. The key person is the first point of call when identifying a child with SEN. Please follow the steps below:

### **Identifying a child with SEN**

1. Raise the concerns with management and SENCO
2. Observe and record on an identifying observation. Whilst gathering information a conversation will need to be had with the parents to discuss any concerns they have at home.
3. Once evidence has been gathered a meeting will need to be arranged with the management, SENCO, Key person and parent. During this meeting steps and actions will be discussed and put in place. If when discussing, further support is needed the SENCO or Management will liaise with the Local Authority. (Seeking parents written permission) when liaising with the Local Authority steps will be put in place to support further, this may be a support plan, referrals etc.
4. A SEN profile will be put in place, and in some cases a CAF will be opened by the nursery or another lead professional with the permission and wishes of the parent/carer.

Throughout the process we take into account the needs and wishes of the parents/carers.

The Nursery will develop, monitor, review and record (in consultation with parents), individual education plans designed to meet each child's needs, including:

- Individual programmes of work
- Performance targets
- Progress reports
- Review dates, findings and decisions
- Parental involvement
- Information on any external advice or support

We will work as part of a multi disciplinary team and call on specialists to meet the needs of the child within the nursery.

### **Safeguarding children with SEN**

Every child has a right to be safe and protected from harm and our safeguarding practices will address the additional actions to be taken for children with SEN. With the use of our key person system this will enable a child to feel safe and secure to be able to communicate a disclosure through verbal communication and or convey it through their chosen method of communication, such as behaviour and the use of appropriate resources.

### **Physical Intervention**

Physical intervention may need to be used from time to time for those children with SEN. Physical intervention will be used in the following ways:

- Hand over hand at workstation tasks
- Guiding a child to a child or activity
- To prevent them causing harm to themselves or to others
- Helping within the routine such as toilet training, feeding etc.

### **Intimate Care**

Intimate care needs are met by the permanent staff team and wherever possible the child's key person. Staff members will be familiar with the child's method of communication, routine and care needs through our partnership with parents. Through communicational skills such as ECAT the child is included in the nappy change procedure and is aware of what is going to happen next. **Please refer to nappy changing procedure for further details**

### **Transition**

When a child transitions from the nursery to another setting (this may be another nursery or a school) Barney Bears Nursery will do its utmost to make this process a smooth transition. The SENCO with support of the key person will complete a transition report to send onto the next setting. A meeting will need to be arranged with the new setting for that smooth transition, and the SEN profile if in place will need to be sent on to the new setting. Please see the transition policy for more details.

### **SEN Policy**

As part of the nursery's SEN policy, The Special Educational Needs Code of Practise 0-25 (2015) is followed and states that "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her". Many children will have special needs of some kind at some time during their education and it is our responsibility to provide support that is additional to or different from the provision usually in place.

## **Legislation Framework**

This policy and procedures of the nursery link to the following legislation:

Children and Families Act (2014)

SEND Code of Practise 0-25 years (2014) updated (2015)

Equality Act (2010)

SENDA (2001)