



## **Special Educational Needs & Disabilities Policy**

### **Links to Key Legislation and guidance:**

- Children's Act 1989 & 2004
- Children and Families Act 2014
- Statutory Framework for the Early Years Foundation Stage DfE 2021
- Working Together to Safeguard Children DfE 2018
- Keeping Children Safe in Education DfE 2021
- The Equality Act 2010

### **Policy Statement**

At Busy Bees Nursery and Pre-School we aim to promote an inclusive environment where all children, whatever their needs, can learn and develop in a happy, caring and educational environment. Children with special educational needs and disabilities may have difficulties that make it harder for them to learn and develop. They may need extra help in areas of their development and it is our responsibility to ensure we provide opportunities for them to reach their full potentials. Early identification is essential in order to help the child achieve as much as possible during their time at Busy Bees. We aim to adapt our routines, activities and environment to allow the child to participate during their time at nursery. 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 code of practice document. We would never discriminate against any child with an additional need and would ensure we make reasonable adjustments to welcome the child and ensure they are happy, safe and able to reach their full potential during their time here. It is our statutory duty to ensure every child receives the support they need.

### **Admission Arrangements**

In the majority of cases, adaptations can be made which will enable the child with an additional need to be admitted to Busy Bees. 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 nursery 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**

Staff who are working with a child with a special need will be supported by the settings SENDCo who will have received additional training for this role. The SENDCo will liaise with the parents, professionals and the manager in planning activities and making adaptations. They will advise and support colleagues and ensure the families are worked with closely and involved every day.

Where there is a child with special needs, the manager will arrange staff meetings and appropriate training to ensure all staff are aware of the child's needs, any practice and support needed. The SENDCo will also 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. Busy Bees will adapt the graduate approach, described in the code of practice to help support the child, assess, plan, do and review.

### **Identification and Assessment**

Busy Bees has 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. Quite often, this is a good tool to identify any gap there may be in the child's development and therefore we can put appropriate activities and support in place to ensure we are doing all we can to ensure

that the child can develop to their full potential. If however, with these methods in place, the key person sees little progress within the child's development, then we would arrange a meeting with the child's parents to discuss what we can do next. 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.

Many children may require some extra support during their development and time at Busy Bees. 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.

## **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.

**Specific:** Identify the main areas of concern, a summary of the child's needs and objectives. **Measurable:** Ensure you are able to measure your targets, you need to be able to answer yes or no to the question, has the child achieved their target?

**Achievable:** Ensure you set realistic achievable targets for the child, however small they may be. **Relevant:** Targets should take into account the child's current abilities and interests. **Time Related:** Ensure you set a timescale to ensure a focus for review. At this date, we may continue to follow the existing IEP, make alterations, if the child has made progress then we may not need to continue to follow the IEP. Several children each year have an IEP and for many this is entirely effective in meeting their needs. If however, 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.

## **Do**

It remains the responsibility of the child's key person, with the support of the settings SENDCo to monitor the child's progress and to ensure the child's IEP is implemented on a day to day basis and any issues are to be resolved as quickly and efficiently as possible.

## **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.

## **Medical Conditions**

If a child joins Busy Bees with an existing medical condition, all the above would still be monitored, a key person would still be responsible for ensuring the child is included within the setting and monitoring their development. In addition to this, relevant training would be carried out to ensure all staff are competent at keeping the child safe within the setting, for example EpiPen training would be given if a child had a severe allergy. An Individual Medical Plan will be displayed in the kitchen to ensure all staff are aware of the condition and the action plan if required. Records will be kept in the child's admissions folder. Policies and procedures will be reviewed and amended if needed.

For example if we needed to create a nut free environment, then we would adjust our current policies to include this and ensure all families and staff were advised and trained as appropriate.

### **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. Where possible we would meet with the new setting or have a telephone conversation if a meeting was not possible. We would pass on copies of all relevant paperwork and keep copies here.

### **Accessibility Plan**

Where possible Busy Bees will make reasonable adjustments to ensure that the setting is accessible to all children. If this is not the case and a child needed some extra support, we would endeavour to make an individual plan of the requirements of the child and make any reasonable changes.