



Special Educational Needs & Disabilities Policy

This Policy document relates to the operation of:
GBNFC Group

Grendon & Billesley Nursery at Grendon Rd, B14 4RB
GBNFC Children's Centre - based at the Chinnbrook Centre
GBNFC Group at the Chinnbrook Centre B13 OET
Hollywood Pre-school Daycare - based at Hollywood J & I School B14 4TG

Date Agreed by the Management Board: September 2019
Review: September 2020

Signature: *J. Fenli*

Special Educational Needs

Our settings are committed to excellent provision for children with special educational needs and disabilities (SEND). We value everyone equally. We offer support to meet the individual needs of all children and adults, partnership with parents and links with other agencies

We will have regard to the SEND Code of Practice 2014. We will ensure we have an up-to-date copy of the Code of Practice and we will make this document available to parents if required.

We will work closely with parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills and provide opportunities to develop in the three prime areas of learning:

- Personal, Social and Emotional development
- Communication and Language
- Physical development

Also the four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We will observe and monitor individual children's progress throughout the Early Years Foundation Stage. If it appears a child is not making progress either generally or in a specific aspect of learning, we will present the child with different opportunities or encourage alternative ways of learning.

If we identify that a child has SEND, then we will use the graduated approach as described in the Code of Practice. This includes developing an SEND Support Plan if appropriate.

We will discuss our observations and any proposed plans with the parents in a way that encourages them to contribute their knowledge and understanding of their child. We will encourage parents to raise any concerns they may have about their child's needs and the provision that is being made for them. We regularly have informal and formal parents sessions available, for parents to discuss their child's development.



We will, with parents' permission, use Play Plans and SEND Support Plan. These will record information about the short-term targets for the child, the teaching strategies and the provision to be put in place, when the plan will be reviewed, and the outcome of the action taken. We will continually review the Play Plans and Support Plan and seek the parents' views on the child's progress.

If a child with SEND is not making adequate progress through the Support Plan, we will work in partnership with parents, and the other agencies involved in supporting the child, to consider whether a statutory multi-disciplinary assessment may be appropriate. We will support applications to the local authority for EHCP assessment of the child and follow the procedures laid out in the Code of Practice.

We will seek support from the Area SENCO co-ordinator. We will continue to develop knowledge of special educational needs/disability by attending training where possible and by reading literature provided to us by the co-ordinators.

In order for children with SEND to reach their full potential there needs to be co-operation between parents, settings and LAs.

The Code of Practice stresses the importance of supporting parents so that they are able and empowered to:

- recognise and fulfill their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- Special Educational Needs and Disability (a guide for parents and carers) August 2014

The Code of Practice lists ways that setting staff can engage in effective communication with parents. Staff should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the children's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings

- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.

Working in Partnership with Other Agencies

Agencies, settings and parents need to work together to provide support that focuses on the needs of the individual child. All partners should aim to provide high-quality service that is flexible enough to meet the changing needs and priorities of the child. We would only involve outside agencies with parental permission unless there is a child protection issue.

Parents should have a real say in decisions that affect their children, should have access to impartial information, advice and support and know how to challenge decisions they disagree with

Local authorities must also involve children, their parents and young people in developing their local provision and services for children with special educational needs and disabilities. This includes developing their Local Offer.

Training

Setting staff should be properly trained in order to provide appropriate support for individual children with SEND. Staff have an awareness of ECAT, and ICAN training. There are also monthly staff meetings to bring staff up to date recent events and training.

All Staff

All staff need to have a general awareness of SEND and development norms, this is done through regular staff meeting and staff training days.

In addition, they need to know who to go to for support if they have any concerns regarding a child's development.

SENCO

The SEND coordinators - SENCO's are (Jan Hill at GBNFC and Daisy Burgess at Chinnbrook) who have completed the relevant training. (Jan Hill oversees all 3 sites and supporting Hollywood until they have a new SENCO.

The SENCO needs to have received initial training on SEND and the SENCO role before taking up the additional duties. The SENCO needs to be able to:

- know about a range of different special needs
- understand the impact these may have on a child's learning
- deliver a variety of strategies to support a child's learning
- assess, plan and review
- work with a range of professionals to develop strategies to support the needs of the individual children
- support the staff in the setting to develop strategies for individual children.



