At Little Sprouts, we take the protection and safety of the children that attend our setting very seriously. Whilst children are in our care it is every staff members responsibility to provide a safe and secure environment for them to explore and develop to their full potential.

Special Educational Needs and Disability Policy

Special Educational Needs (SEN)
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 them.

Norfolk Inclusion Statement

Norfolk children's service defines inclusion as:
'The process of taking the necessary steps to ensure that every young person is given an opportunity to develop socially, to learn and to enjoy community life'

This is underpinned by Norfolk's core offer of:
'Support, guidance and challenge from to champion inclusion and special educational needs and disability so that early years education providers can ensure inclusive practice for children and families'

At Little Sprouts Nursery we follow
* The Children's and Families Act 2014
* The Equality Act 2010
* Inclusion Development Programme (can be found downloaded on Little Sprouts iPad in iBooks)
* Norfolk County Council - Understanding Behaviour through the stages of development

Legislations we will also take note of regulations:
* The Statutory Framework for the Early Years Foundation Stage

All along side working within the Special Educational Needs and Disability Code of Practice 2015 (can be found downloaded on Little Sprouts iPad in iBooks)

Setting SENCO is Becky Garratt, working along side the Behaviour Lead Practitioner Lucy Allen.

As setting SENCO, their role is:
* To ensure all practitioners in the setting understand their responsibilities to children with SEND (special educational needs and disabilities), and the settings approach to identifying and meeting SEND.
* To advise and support colleagues.
* To ensure parent/carers are closely involved throughout and that their insights and thoughts inform actions taken by the setting.
* To liaise with professionals or agencies, when needed beyond the setting.
* To understand the graduated approach.
* Be aware of the four broad areas of SEND
* Contributing to the inclusion log.
* Tracking and monitor children's progress.

Our Special Educational Needs and Disabilities policy, along side our Inclusion and Behaviour Policy, states that we will always treat each person as an individual and with equal respect. We aim to ensure that all children are provided a unique and differentiated learning experience, personalised to meet their own needs.

At Little Sprouts Nursery we will follow the Special Educational Needs and Disabilities (SEND) - code of practice - there will be a digital copy of this available for parent/carers on request.

Identifying SEND

In the code of practice it states the importance and benefits from early identification of SEND - from this early identification, working closely with the child's parent/carers, effective provision will be put in place - in turn helping improve the long term outcomes for the child.

Working closely with the child's parent/carers is paramount as they are the child's first educators.

Progress Check at Two (see Two Year Check - The Shared Review)

Working alongside health visitors, after a child is 24months and before they are 36months a child's key person will complete a review of the child's development. This will be focused on the prime areas of development, Personal, Social and Development, Physical Development and Communication and Language.

This Two Year Check MUST identify:

* What good progress is being made
* Is there a need for any additional support
* There is a concern that a child may have a development delay, which may indicate SEN OR disability)

From having an understanding of the child's likes and interest, from working closely with a child's parent/carers, key persons will provide experiences around these, which will promote the child's individual learning goals. Through these experiences regular observations will be taken of their key children, at the end of every term, from these observations the children will be tracked in the areas of development.

Under 36months children will be tracked in the prime areas, Physical Development, Communication and Language Development and Personal, Social and Emotional Development. Children over 36months will be tracked in these areas plus the specific areas Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.

From these methods of monitoring children's progress, if a child seems significantly behind the expected milestones, approx more than eight months or where a child's progress gives cause for concern, we will pay particular attention to information on a child's progress in the four broad areas, shown in the SEND code of practice:

* Communication and Interaction
* Cognition and Learning
* Behaviour, Emotional and Social development
* Sensory and/or Physical development

When suitable provision is being sought for the child's learning development, always working closely with their parent/carers.

Transition

SEND support should be provided by their key person and setting SENCO putting in place planning and preparation for the child's transition to a new setting, school or even a new room in the setting.
This could be reviewing a ECHP that maybe in place or SEND support being provided.

Information should be shared with the new setting as part of a child's transition, after seeking consent from their parent/carers.

At Little Sprouts we adapt the graduated approach when planning for children with SEND, following the four stages of action - Assess, Plan, Do, Review
The four stages of action explained:

Assess:
* identifying a child as needing SEND support, their key person, alongside the setting SENCO and the child's parent/carers will meet to discuss the child's needs.
* Assessment should be reviewed regularly to ensure that the support given matches the child's needs.
* Where there is little or no improvement to the child's progress, more specialist assessment such as from health, Social services or speech and language, local authority if it is felt a EHCP (Educational Health Care Plan) is needed.
* The setting SENCO should contact these professionals with parent/carers permission.

Plan:
* Where the decision is made that a child needs SEND support the parent/carers must be formally notified
* The child's key person and setting SENCO, in consultation with their parent/carers would agree the outcomes they are seeking.
* Plans should take into account the views of the child.
* The support and intervention provided should be selected to meet the outcomes identified for the child.
* Any staff development or training needed must be identified and addressed.

Do:
* The child's key person will work closely on a daily basis, with support of the setting SENCO to ensure the implementation of the support plan.

Review:
* the effectiveness of the support given to the child's progress, should be reviewed within the agreed date.
* This should be done all working together, the key person, setting SENCO and the parent/carers.
* Parent/carers must be given clear information about the impact of the support provided for the child, they must also be involved in all the care, support and planned next steps for the child's progress.
* All support should be revisited with increasing detail and frequency, ensuring the best support has been secured for the child's progress.
* The graduated approach should be led by the setting SENCO, working with and supporting the key persons, being informed with the EYFS material, Early Years Outcomes Guidance and the Early Support Resources.
* If a child has a ECHP (education health care plan) in place, the local authority must review this within a minimum term of 12months.

For any advice please call - Duty Line - 01603 222300 - option 3

Managers Signature

