**Doodles Day Nursery**

**Special Educational Needs (SEN) Policy**

This policy represents the agreed principles for Special Educational Needs throughout Doodle Day Nursery. This SEN Policy has been developed by Rachel Miller (Manager) and Victoria Green (Deputy Manager) with the support of all staff.

The policy will be shared with all members of staff and acknowledged by their signature for evidence that they have a full understanding of its requirements. Doodles Day Nursery will make parents/carers aware of the policy during the enrolment process of their child and make it available to view on request. Parents/carers will be able to gain further information through verbal communication with the practitioners throughout the day, as the nursery adopts an open - door policy that allows them to discuss their child’s learning and development as the need arises (stated in the Local Offer).

**Definition of Special Educational Needs (SEN)**

We recognise the ‘Department for Education’ definition of Special Educational Needs: ‘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’(SEND Code of Practice 2015 – Paragraph xiii).

**Introduction**

This policy complies with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE, 2015). The policy has also been written with reference to the following documents:

* The Equality Act (2010)
* Early Years Guide to the 0-25 SEND code of practice (2014)
* Statutory Framework for the Early Years Foundation Stage (2021)
* Guidance from Lancashire County Council.
* Childcare Act (2006)
* Children and Families Act (2014)

**The Special Needs Coordinators (SENCO)**

The Special Needs Coordinators (SENCO) is Victoria Green. They can be contacted at:

Doodles Day Nursery

28 Saint Thomas Road,

Chorley,

PR7 1HX

Telephone: 01257 262567

**Aims and Objectives**

At Doodles Day Nursery we strive to provide a broad and balanced curriculum for all children in a homely and caring environment. The nursery caters for children aged between 0 to 4 years old and a holiday club which caters for school aged children, up to 13 years old. We aim to support the diverse needs of all children, whatever their learning difficulties may be. We respect that all children must have equal opportunities to experience all aspects of the Early Years Foundation Stage (EYFS).

**Objectives**

* The emphasis of our SEN policy is on early identification of any needs a child may have. The EYFS is our starting point for ensuring planned learning opportunities meets the specific needs of individuals and groups of children. Throughout the nursery we have adopted a graduated approach when meeting the needs of our children with SEN through the four stages of action (assess, plan, do and review)
* All practitioners at Doodles Day Nursery will work towards the guidance provided by the SEND Code of Practice (2015)
* All practitioners will observe, monitor and record their key children’s progress appropriately in order for the early identification of any difficulties a child may face. Those children that display difficulties will be planned for accordingly and monitored more frequently. If a child is placed on the Code of Practice record, practitioners will liaise closely with the SENCO on mapping provision designed to meet the child’s needs.
* All children attending Doodles Day Nursery are assessed using the ‘Wellcomm’ assessment tool from the age of 6 months, which will identify areas of concern at an early age, if any, regarding speech and language, communication and attention.
* All staff will be provided with relevant support, advice and training opportunities when working with children with SEN.
* All staff will, when necessary liaise with other professionals to ensure we are offering effective provision for children with SEN. An effective curriculum will be chose depending on the severity of the SEN, e.g. Development matters, Early Years Outcomes or SEND ATTS document.
* All practitioners will work closely with parents/carers making sure they are involved in the graduated approach towards their child’s development. The parents/carers insights will inform action taken by the setting.

**Identifying Special Educational Needs**

At Doodles Day Nursery we identify the children who may have SEN through observations of them exploring within the setting, we may use methods such as ABC charts. When observations are complete, the child will be planned for appropriately and will be tracked according to their age and stage of development within the EYFS. The nursery is aware that all children may face multiple difficulties at one time in their life and that all practitioners are to consider the needs of the whole child whilst at Doodles Day Nursery.

At Doodles Day Nursery we understand and identify that many factors may impact a child’s progress and attainment which may not be SEN. We will make ‘reasonable adjustments’ as stated in the code of Practice for those children with a disability in order to follow the Disability Equality legislation and support all children in our care.

All practitioners will carry out an initial baseline after enrolment at the setting and regular ‘Wellcomm’ assessments on their key children to identify any areas of concern. They will consider the four categories of need (cognition and learning, communication and interaction, physical and sensory, social, mental and emotional health) as stated in the Code of Practice.

Children that are noted to be not meeting the appropriate areas of learning and development for their age will be individually monitored more frequently by the SENCO and receive more focused support in the required area of learning and development. If progress is still not evident then extra support and guidance will be sort, e.g. referrals to other professionals. Those children that require further provision than ‘Wave 1’ will be provided with an SEN support plan to document their support and progress. .

**A Graduated Approach to SEN Support**

At Doodles Day Nursery we have adopted a graduated approach to ensure that all children make progress. We do this through a cycle of assessment, planning, doing and reviewing our provision. Through our Provision Map we demonstrate our universal provision available to all children, and the further support and interventions we offer to meet additional needs of children, including those with SEN and/or a disability.

**Details of Doodles Day Nursery's Local Offer, Provision Map and SEN Pathway can be viewed within the nursery, on request.**

*Our Provision Map*

The nursery’s provision map identifies exactly what we, as a setting offer all children, including those with additional needs or SEN, that is above and beyond what is ordinarily provided for in our differentiated provision.

*Wave 1*

This is the universal provision offered to all children at Doodles Day Nursery. All practitioners provide high quality inclusive teaching which is differentiated to meet each individual’s needs. The child’s Key Worker will document their significant achievements and progress on their Capture Online Learning Journey. Assessment of each child's achievements and progress is ongoing and is shared with parents / carers.

*Wave 2 (Wave 1 plus Intervention)*

Practitioners will provide interventions to support children ‘catching up’; these may not primarily be SEN interventions, though some children may require an additional support plan or other agencies may need to be considered.

*Wave 3 (Increased Personalised Intervention)*

At Doodles Day Nursery those children who require this level of need are those with Education, Health and Care plans with individual/specific targets. All practitioners will work alongside the SENCO, outside services and the parents to provide the level of support needed.

The quality of early years practice for all children at Doodles Day Nursery is regularly reviewed during staff meetings, each individual practitioner’s supervision and through each child’s learning journey being monitored. All practitioners regularly complete the required training to meet our children’s needs. All practitioners working with the Under 3’s have been trained in detecting early speech delay and supporting parents with a child with speech delay.

At Doodles Day Nursery, special educational provision is made when sufficient progress is not evident through the Wellcomm assessment, baseline assessment of the EYFS and the childs individual Learning Journey. If special educational provision is required then the practitioner and SENCO will seek the relevant outside help. Parents/Carers will always be consulted primarily over any concerns regarding their child.

The nursery has strong links to our local children centres. Our setting has its own allocated inclusion teacher who can be accessed as needed. The nursery work alongside; Local Health Visitors, Occupational Therapist, Physiotherapist, Speech and Language Therapist and Portage professionals.

**Supporting Children and Families**

From the initial meeting with a child we value a strong relationship with parents/carers, viewing them as the most knowledgeable source of information about their child. Practitioners will speak to parents daily about their child’s time at nursery, which will provide an opportunity to discuss when difficulties arise. Parental consent will always be requested before any contact is made with any other professional. Parents will always be asked to attend consultations with other professionals and can seek support from the Local Health Visitors, Occupational Therapist, and Physiotherapist, Speech and Language Therapist and Portage professionals.

At Doodles Day Nursery it is our intention to make our setting accessible to all children and families from all sections of the local community. We aim to ensure that everybody has access to the setting through open, fair and clearly communicated procedures. In accordance to our admissions policy, we will not discriminate against any child on the grounds of race, sex, religion, colour or ethnicity in relation to the Equality Act 2010. We aim to be flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that creates stability for all the children.

The nursery will ask parents to provide the necessary information about their child at the initial admissions meeting in order for any additional provision to be identified and put in place, for example changing staff ratios or access to the physical environment.

See ‘Settling in/Transition Policy’ for transitions within the setting and schools, including specialist schools.

**Supporting Children with Medical Conditions**

Children that attend Doodles Day Nursery that have medical conditions will get the support required to meet their needs, which complies with the EYFS Statutory Guidance and the duties under the Equality Act. Practitioners will ask the parent/carer of a child with medical conditions to complete a long term medical form that will allow the practitioner to provide the necessary care as required.

The children at Doodles Day Nursery that have both medical needs and SEN may be provided with a statement, or Education, health and Care plan which will bring together their health and social care needs.

Further information can be found in the ‘Administration of Medicine Policy’

**Monitoring and Evaluation of SEN**

The nursery will monitor and evaluate the quality of provision provided through discussion at monthly staff meetings, questionnaires to parents and during the individual practitioner’s supervision meetings. The SEN policy will be reviewed annually by the SENCO.

**Training and Resources**

The nursery’s SENCO, Victoria Green, has gained experience working with many outside agencies and has a Level 3 qualification in Early Years SENCO

The nursery ensures each age group has got a wide variation of resources to suite all abilities and interests. As well as ensuring they are as developmentally stimulating as possible. In regards to specialist equipment, we would initially liaise with the relevant outside agency that may be able to help us loan this out while the child is in setting with us. If the nursery needs to purchase equipment then we will budget for this with our Additional Educational Needs funding (AEN) and will ask the relevant agency to guide us to the relevant place to buy them.

**Roles and Responsibilities**

* The Special Educational Needs Co-ordinator is Victoria Green and Kerry Parkinson (Owner) is responsible for managing the AEN/AIS funding support.
* The Safeguarding officers are Rachel Miller, Victoria Green and Kelly Hewitt.
* The person responsible for ‘Looked After Children’ is Rachel Miller.
* The management team are responsible for medical needs of the children in the setting, including administration of medicine. The management team consists of the Owner, Kerry Parkinson, the Manager, Rachel Miller and the Deputy Manager, Victoria Green. (Kelly Hewitt will only administer medication when management are not present)
* The Behaviour Management Co-ordinator is Kelly Hewitt.
* The Equal Opportunities Co-ordinators is Victoria Green.

At Doodles Day Nursery the SENCOs have overall responsibility for ensuring the statutory duties are implemented.

They are responsible for:

* Liaising closely with parents - offering advice and sharing strategies to promote a consistent approach. Early Help Assessment (EHA) and organise Team around the Family (TAF) meetings, as appropriate.
* Advising and supporting other practitioners in the setting.
* Ensuring that appropriate SEN support plans are in place and kept up to date.
* Ensuring relevant background information on children on the SEND register is collected, recorded and updated. Supporting and monitoring children who have a red WellComm assessment at their age band more closely under the category of speech, language and communication difficulty.
* Ensure that the assessments of each child are completed and updated.
* Ensure the SEN policy is reviewed and shared with all staff.

**Storing and Managing Information**

At Doodles Day Nursery, it is our intention to respect the privacy of children and their families, while ensuring that they access high quality early years care and education in our setting, therefore all information related to the children at Doodles Day Nursery is treated as confidential (see GDPR Policy).

Children’s enrolment forms which contain their personal information are stored in the office that is only accessible by a member of the management team. Each child with additional needs has their own personal section within the SEN file that is also stored in the office. We send all children’s individual records with the child when they leave Doodles Day Nursery, any information left behind will be shredded.

**Reviewed 16/05/2023**

**Victoria Green**

**Doodles Day Nursery**

***Local Offer***

At Doodles Day Nursery all necessary adjustments have been made to allow disabled individuals access to the nursery. The nursery has wheel chair access throughout the ground floor level with access to the garden, however we have no ramp access in the building. There is a disabled toilet that can be accessed on the ground floor situated in the Under 3’s room, as well as changing facilities. Each room has an open plan layout which allows access with wheel chairs and enough room to use specialist equipment. We have various heights of tables to ensure inclusivity at meal times and in table based activities, as well as having resources on reachable levels for all children. We are happy to welcome children with specific medication or equipment after receiving the correct training to aid understanding and administration.

A service that is local to ourselves is the ‘Children and Family Wellbeing Service,’ this service was previously referred to as the ‘Children’s Centres’ and ’Young People’s Service.’ The service supports children and young people from birth to 19 years of age. The service is also accessible for young people with disabilities and/or special educational needs up to the age of 25 years old. They offer a variety of services that are tailored to meet individual and group needs, as well as also reaching out and support the child or young person’s family. The service also works in partnership with children’s social care, police, and housing services, the local council and adult wellbeing service

The Children and Family Wellbeing Service offer services such as parenting advice for mums, dads and carers. This service is something we encourage parents to use for a child with suspected SEN as the waiting lists for referrals cab be extremely long. These parenting courses are sometimes specifically aimed at specific topics or advice on how to help support your child’s learning and development. The service can also grant access to sensory rooms for children with SEN and give access to specialist support for families with children with disabilities.

Our local service is situated at Highfield Children and Family Wellbeing Service, Highfield Nursery School, Wright Street, Chorley, PR6 0SL.

Another service that we use to ensure children in our setting are receiving the interventions they require is the ‘Early Years Request for Involvement.’ This service is also known as our ‘Specialist Teacher Service’ (STS), this referral is for all children aged 0 – 4 years who are attending a nursery setting. Referrals can be made for children who may have a delay in their development, whether that is within one area of learning or more. A delay is classed as one age phase below their chronological age when referring to the Early Years Foundation Stage (EYFS).

After referrals are made the specialist teacher will make contact with ourselves to discuss the child or young person further, this may be through telephone consultations where we are signposted to training, SENCO network meetings or to simply give us advice and strategies. The specialist teacher will also visit the child within the setting to observe behaviour and development. Parents are informed of the whole process by the SENCO, the visit may result in no further action or we may be signposted to other services, follow up visits or ongoing involvement. We are aware of the referrals we can access to gain support for children who require speech and language therapy (SALT) and no other further interventions.

Along with the previously discussed services we also have access to our children’s Health Visitors (HV), once we have gained parental consent which is within our children’s enrolment forms. We already work alongside our children’s HV by completing a 2 year check. If we continue to have concerns or if we develop concerns before a child receives their 2 year check, we will get in contact with a child’s HV to ask for support for the family at home.

**Doodles Day Nursery have an open – door policy that enables any parent to come into the setting at any time whether it be to discuss their child’s development or consider enrolling their child at the setting.**