



Nursery Strategic Leader & Nominated Individual Mrs E Williams BEd. Hons NPQH
Nursery Manager: Miss C Bates

Initial Policy date	April 2024	Next scheduled review	April 2025
Governor approved	April 2024	Key person/people	Nominated Individual / Nursery Manager
Model derived from other policies			

SEND Policy

At **Rotherly Day Nursery** we are committed to the inclusion for all children. This statement outlines the framework for Rotherly Day Nursery to meet its duty and obligations to provide inclusive, high-quality education for all children, including children with special educational needs and disabilities (SEND).

Rotherly Day Nursery ensures that all children have the right to be cared for and educated to develop and unlock their potential. We provide a positive and welcoming environment where children are supported according to their individual needs. The Nursery recognises that each child's needs are unique and believes that all children should be given the same equal opportunities and experiences.

The Nursery is committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the Nursery's facilities. The Nursery is committed to working in partnership with parents in the provision for their child's individual needs to enable us to help the child to unlock their full potential by:

- Liaising with the child's parents/carers regularly during pick up/collection, communicating via tapestry/family, via email/telephone, parents evening with key person.
- Liaising with outside professional agencies as needed/available
- Regular monitoring observations carried out on the child's development
- Liaising with the SENDCo of The Westgate School for further advice regarding a child presenting with possible SEND

All children will have a settling in period before starting at the Nursery, where this information should be shared.

Legal framework

This policy complies with the statutory requirement laid out in the 'SEND Code of Practice 0-25', and has been written with reference to the following guidance and documents:

- Disability Discrimination Act 2010
- Early Years guide to the SEND Code of Practice (September 2014)

Definition:

A child is defined as having SEND if they have a:

- significantly greater difficulty in learning than the majority of others of the same age;
- a disability or health condition which prevents or hinders them from making use of nursery facilities of a kind generally provided for children of the same age;
- Under the Equality Act 2010, a disability is a physical or mental impairment, which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

When reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that should be planned for. Rotherly Day Nursery reviews how well equipped it is to provide support across these areas:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory or physical needs

These conditions can be age-related and can fluctuate over time. A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Children With Specific Circumstances

Looked after children (LAC) and post looked after children (PLAC): Children currently being accommodated, or have been taken into care, by the LA are legally defined as 'looked after' (LAC). Children who have previously been accommodated or taken into care by the LA are legally defined as 'post looked after' (PLAC). The Rotherly Day Nursery recognises that LAC or PLAC pupils may have some form of SEND or an EHC plan. Rotherly Day Nursery has a designated colleague for LAC and PLAC pupils, who works closely with the SENDCo to ensure that the implications of this are fully understood by relevant school colleague.

English as an Additional Language (EAL): Rotherly Day Nursery gives particular care to the identification and assessment of SEND pupils whose first language is not English. Where there is uncertainty about an individual pupil, we liaise with local services.

Aims:

- Recognise each child's individual needs and ensure all employees are aware of, and have regard for, the Early Years guide to the SEND Code of Practice (September 2014), and the Disability Discrimination Act 2010

- Include all children and their families in our provision ensuring that the setting is assessable for all family members and visitors
- Develop and maintain a core team of colleagues who are experienced in the care of children with additional needs and supported by the nurseries SENDCo
- Identify the specific needs of children with learning difficulties and/or disabilities and make best endeavours to meet those needs through a range of strategies such as, two year checks, tapestry observations and assessments including working in partnership with outside agencies as appropriate
- Work in partnership with parents/carers and other agencies in making best endeavours to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required
- Work in partnership with parents/carers and outside agencies if it is suspected a child has SEND needs, through meeting and regular communications during pick up/collection/email/telephone. Outside agencies include are; The Inclusion Support Team, Speech and Language, ISSO
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity and inclusion in all aspects of play and learning, celebrating different cultures/religions/and celebrations, building on colleagues and parents knowledge and experiences.
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is as far as possible suitable for children with disabilities, ensuring they can access the environment and engage in all physical activities eg, the site is wheelchair accessible, Makaton is used for children with hearing problems, Individual Care Plans are written with parents when necessary
- Use a system of planning, implementing, monitoring, evaluating, and reviewing (known as APDR – assess, plan do, review) Individual plans for children with learning difficulties and/or disabilities
- Use a system for keeping records of the assessment, planning, provision, and review for children with learning difficulties and/or disabilities

The Nursery has a Special Education Needs Co-ordinator (SENDCo) who works closely with all employees to make sure strategies are in place to support each child's individual needs. If required the Nursery SENDCo will contact outside agencies for further support, guidance and strategies.

Partnership with parents and carers

The views of parents/carers will be sought at all stages of SEND provision where appropriate. All communication involving reviews plans and provision about a child will be recorded and dated. Letters to parents regarding decisions about their child should be copied and filed. Colleagues will work together with parents and carers, encouraging them to work in partnership with the Nursery in supporting their child. This will help to build up a more complete picture of a child and their needs. We want parents and carers to feel able to discuss provision and express any concerns to us. We work in partnership with parents meeting regularly and sharing plans.

Where Early Help is believed to be of help or if there is a complex presentation the Nursery will also make a referral to Children's Services in accordance with relevant policies and to seek further support for the child and family.

Key Personnel

The Nursery Manager has overall responsibility for this policy and practices supported by the designated SEND Lead in the Nursery who is Alice Jordan.