



ABERDEEN PARK NURSERY

Childhood
Not just childcare

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SEN Policy

APN is committed to the inclusion of all children.

All children have the right to be cared for and educated to achieve the best possible outcomes alongside each other, through positive experiences, and develop together. We provide a positive and welcoming environment where children are supported according to their individual needs.

Definition of Special Education Needs (SEN)

The Special Educational Needs and Disability Code of Practice: 0-25 years (2015) defines special educational needs as follows:

“Children have a Special Education Need if they have a learning difficulty which calls for Special Education provision to be made for him or her”.

Introduction

This policy is in line with the Code of Practice 2015, Equality Act 2010 and EYFS 2021.

APN’s Special Education Needs Coordinator (SENCO) is: Seyda Hassam.

At Aberdeen Park Nursery we strive to provide a broad and balanced curriculum for all children for them to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

The Early Years Foundation Stage (2021) is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the nursery.

Where a child appears to be behind expected levels, or where a child’s progress gives cue for concern, we adopt a “**graduated approach**” with four stages of action: **assess, plan, do and review.**

Practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations, parent's input and from any more detailed assessment of the child's needs to accurately assess child's current "age related developmental stage" to put a plan in place detailing agreed appropriate interventions.

From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development, and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether a child has SEN. All the information should be brought together with the observations of parents and considered with them.

Please note that a delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, **difficult, or withdrawn behaviour does not necessarily mean that a child has SEN.** However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought that housing, family, or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by an Early Help Assessment, should be adopted.

Children may have Special Educational Needs either throughout or at any time during their nursery development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives:

The aims of this policy are:

- to create an environment that meets the Special Educational Needs of each child.
- to ensure that the Special Educational Needs of children are identified, assessed, and provided for.
- to make clear the expectations of all partners in the process.
- to identify the roles and responsibilities of staff in providing for children's Special Educational Needs.
- to enable all children to have full access to all elements of the nursery's curriculum.
- to ensure that parents are able to play their part in supporting their child's education.
- to ensure that our children have a voice in this process.

Educational Inclusion

At Aberdeen Park Nursery we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate, and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early year's practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. ***Difficulties related solely to learning English as an additional language are not SEN.***

Staff respond to children's needs by:

- providing support for children who need help with communication, language, and literacy.
- planning to develop children's understanding using all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Special Educational Needs

Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age.
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

All our children are assessed when they join our nursery and then termly, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

When a concern is raised.

A concern might be raised by:

- parents may raise a concern about child's development.
- children may start nursery with a recognized or diagnosed SEN.
- nursery staff or another professional may raise a concern regarding a child's development or presentation.

If a concern is raised, APN SENCO discusses the concern with the child's family and the child's keyperson, including what they have noticed and leads an "exploration" of the concern, carrying out an analysis and **assessment** of the child's needs. These might include:

- The SENCO, keyperson and practitioners carrying out observations (looking and listening closely to what the child is doing and is interested in).
- Assessing the child's developmental level with regard to age related expectations of development –individual tracking – or information from specialist professionals.
- Seeking advice from specialist such as the Children's Centre Speech and Language Therapist, Health Visitor or Educational Psychologist, always with parent's agreement.

Where it is decided to provide SEN support, the SENCO and /or key person share any conclusions with the child's family and should agree and **plan** the outcomes they are seeking, the interventions and support to be put in place, the expected impact of progress, development or behaviour, and a clear date for **review**. Plans should take account the views of the child.

APN SENCO and the child's Keyperson will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices. The keyperson remains responsible for working (**doing**) with the child daily and will keep parents informed and draw upon them for additional information. With the support from the SENCO, they should oversee the implementation of the interventions of programs agreed as part of SEN support. The SENCO should support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

The SENCO will record the strategies used to support the child within an "individual support plan". The plan will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parents and child will be involved in the writing and **reviewing** of each individual plan.

If the individual support plan review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the nursery by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the nursery. External support services will provide information for the child's new individual support plan. The new strategies within the individual support plan will, wherever possible, be implemented in the child's nursery setting.

If the SENCO, Key person, parents and/or external agencies involved feel that the child would benefit from further support, the SENCO will then take the lead in further assessments of the child's needs.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. The SENCO, with the parents' consent, will start the procedures. A range of written evidence about the child will support the request.

Early Support (Islington Services)

Early Support supports parents and carers of children aged five and under. It brings together all the services and support available from different agencies. This makes it easier for families to co-ordinate their child's health, education, and social care needs.

Some families will have a key worker who provides advice and support and can help negotiate the system. A key worker may be needed more at sometimes than at others. Families can decide what works best for them.

Early Support has developed a wide range of resources, training courses and workshops. They include:

- A Family Pack containing information booklets about services and the Family File for sharing information with service providers easily.
- Materials and resources to record your child's development.
- Information booklets on a range of disabilities and conditions
- A range of training courses developed for families and carers to help them use the resources and services offered by Early Support.

Education Health and Care Plans (EHC)

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an **E**ducation, **H**ealth and **C**are needs assessment. Where a child has an **EHC** plan, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

The purpose of an **EHC** plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person.
- provide a full description of the child or young person's special educational needs and any health and social care needs.
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

Local Offer

Local authorities (Islington)) **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have **E**ducation, **H**ealth and **C**are (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will be available. The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible, and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the nursery, including the provision for children with additional needs. We may apply with parental permission for Exceptional Needs Funding through Islington Council.

Assessment

Early identification is vital. Nursery staff inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The staff and the SENCO assess and monitor the children's progress in line with existing nursery practices. This is an ongoing process.

The SENCO works closely with parents and Key person to plan an appropriate programmed of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the Nursery. The Key person and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities.
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff use a range of strategies to meet children's Special Educational Needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual **Short-Term Plans**, which employ a small-steps approach, feature significantly in the provision that we make in the nursery. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the nursery situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

Partnership with parents

At Aberdeen Park Nursery we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs.

We have initial settling in meetings with parents to establish children's starting points and then, termly meetings, or as when required, with parents to review the progress of their children against the targets set in the individual plan and to set new targets for the next term. We inform the parents of any outside intervention needed and/or impact, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

Children participation

In our nursery we encourage children to take responsibility and to make decisions. This is part of the culture of the nursery and relates to children of all ages and all abilities. The work in the nursery recognizes the importance of children developing social as well as educational skills.

Partnership with Area SENCO

The Area SENCO Team Leader Pauline Foster (Pauline.foster@islington.gov.uk) and the Area SENCO [Michelle Williams](#) 02075275173, help make the links between education, health, and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling.

Typically, the role of the **Area SENCO** includes:

- providing advice and practical support to early years providers about approaches to identification, assessment, and intervention within the SEN Code of Practice
- providing day-to-day support for setting-based SENCO in ensuring arrangements are in place to support children with SEN.
- strengthening the links between the settings, parents, schools, social care and health services
- developing and disseminating good practice
- supporting the development and delivery of training both for individual settings and on a wider basis
- developing links with existing SENCO networks to support smooth transitions to school nursery and reception classes, and
- Informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years
The Area SENCO plays an important part in planning for children with SEN to transfer between early year's provision and schools.
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Outcome review of goals/ Monitoring and Evaluation

APN SENCO monitors the movement of children within the Special Educational Needs system in the nursery. The SENCO provides staff with regular summaries of the impact of the policy on the practice of the nursery.

The SENCO and the keyperson draw up individual plans for children. The SENCO and the managers hold regular meetings to review the work of the nursery in this area.

The SENCO monitors the progress of children with Special Educational Needs termly (or earlier if needed) and discusses findings with all staff and parents.

If you would like to discuss your child's special needs and support, please talk to Seyda Hassam.

Transitions

SEN support includes planning and preparing for transition. At APN we aim to facilitate a smooth transition between home and setting, within the setting, from setting to another setting or school. To support transitions information should be shared by the current setting with the receiving setting or school with parent's agreement. (see APN Transitions Policy).

Role and Responsibilities of SENCO – Main responsibilities:

- Ensure our setting has regard to the SEN Code of Practice (2015), the Disability Discrimination Act (DDA) (1995) and the Equality Act 2010.
- Be Responsible for ensuring that:
 - An SEN Inclusion Policy is in place.
 - The policy is put into Practice.
 - The policy is reviewed annually.
- Lead and coordinate “graduated approach”: assess, plan, do and review.
- To keep accurate record keeping.
- Transitions

- Assess, Plan, Do and Review.
 - Take the lead in observations and assessments of children with SEN including their strengths and areas to develop using Individual Child Progress Tracker.
 - Liaise with the key person to provide differentiated learning opportunities.
 - Gather evidence and co-ordinate support; work with colleagues to develop the child’s skills through inclusive planning in line with Early Years Foundation Stage Curriculum.
 - Keep appropriate records which are regularly reviewed and monitored.
 - Ensure appropriate individual development plans are in place and regularly monitored and reviewed.
 - Apply for Exceptional Needs Funding where appropriate.
 - Support agencies and families with Educational Health Care Plans
 - Work closely with parents to ensure background information is collected and shared appropriately.

- Liaison
 - Liaise with colleagues and managers as appropriate.
 - Promote a positive working relationship with parents/carers.
 - Ensure parents are closely involved throughout and their insights inform action taken by the setting.
 - Develop links and liaise as appropriate with other professionals, Health Visitors, SEN preschool Advisory Teacher, Speech and Language Therapists, Inclusion Development Officer, Educational Psychologists.

- Professional Development
 - Attend SENCO forums regularly to update and inform.
 - Identify individual setting’s needs and arrange in-house training where appropriate.

- Use your knowledge and experience to support your setting to develop their inclusive practice.

Where can I find more information about SEND (Special Education Needs and Disabilities) services in Islington and in the local area?

Islington Local Authority “**The Local Offer**” document lists the provision and support available for children with SEND and their families in Islington. The offer will be published from September 2014 and can be found in the council’s website:

<https://directory.islington.gov.uk>

Other local organizations that offer information and support for families with children with SEND are:

- **Centre 404:** offers support for people with learning disabilities and their families.

Tel. 0207 697 8762

<http://www.centre404.org.uk>

**This policy was adopted by the managers and staff in September 2021
Signed on behalf of Aberdeen Park Nursery Trustees.**

Maria Garrido

