

## **Policy on Special Educational Needs and Disability.**

### **Our Aims**

*Busy Bees aims to provide all children with a broad and balanced learning environment that is committed to the integration of children with special educational needs. Our philosophy is that all children with or without additional needs should have the opportunity to develop to their full potential alongside other children in an educational environment.*

*We aim to provide a learning environment suitable for all children, including those with additional needs. To do this the nursery follows the guidelines listed below which have been set out in conjunction with the Early Years Developmental Partnership (E.Y.D.P) and our nursery.*

### **Education.**

*All our planning for activities and play takes full account of the Early Years Foundation Stage. Each child's ability is taken into account when planning and carrying out any activities, making sure each child's individual needs are met. Each child is appointed a key person who is responsible for the induction and monitoring of that child's progress. The key person will regularly report to parents/carers through day to day contact and regular planned parent's meetings. Each child will have a 'Learning Journey' record journal, where developmental observations are kept. Parents have free access to these records and are encouraged to contribute to them on a regular basis.*

### **Named SENDco**

*Busy Bees' special educational needs and disabilities co-coordinator (SENDco) is Lorna Barker. Her role is to work closely with each child's key worker and parents to:*

- *make sure that relevant background information about each child is collected, recorded and updated, and that records are kept of each child's progress.*
- *Ensure co-ordinated liaison between parents, staff and other professionals who may be involved with the child.*
- *Ensure appropriate Individual Education Plans are in place which are monitored and reviewed on a regular basis, and plan support through a Graduated Approach when necessary*
- *Ensure that staff are aware of the Code of Practice and familiar with our settings SEND policy, and to encourage staff to access relevant training in working with children with special need and disabilities.*

*The SENDco is also responsible to oversee that the objectives of the SEND policy is reflected in the daily practice of our setting and that the policy is monitored, reviewed and evaluated at least annually.*

### **Admission Arrangements.**

*At Busy Bees we welcome all children from all backgrounds and abilities.*

*We will endeavour to provide access to all children and families, and be flexible with reference to children's attendance in order to meet each individual family's needs.*

*Our waiting list operates on a first come first served basis for each of the age related classrooms.*

*We ask that parents give as much notice as possible if a child has additional educational needs/disability. This will enable us to explore with parents and any outside professionals how we can*

*respond and provide appropriately and most effectively for each child.*

*Additional arrangements may need to be discussed between individual families and the nursery. These may include the number and length of sessions, staff ratios and access to the physical environment.*

**Specialist Facilities and staffing skills.**

*Jean Beales, director of Busy Bees has the following qualifications related to the education of children with SEND:*

- *SRN*
- *Hornsby Diploma for teaching children with specific learning difficulties (dyslexia)*
- *Dyslexia Institute Diploma for teaching children with specific learning difficulties.*

*Lorna Barker (SENDco) attends county SEND training courses.*

*Other qualifications include:*

- *MA in Social Work, presently registered with the General Social Care Council.*
- *Early Years Professional Status. (EYPS)*
- *Forest School leader level 3*

*All staff receives regular in-house training, some follow specialist areas of interests such as ASD, (Autistic Spectrum Disorder)*

*The physical layout of Busy Bees is accessible to all. There are ramps leading to each of the entrances apart from one, and the nursery is all on one level. All individuals have access to toilet, shower and changing areas.*

*Busy Bees endeavours to include all individuals and have due regard for the Disability Discrimination Act. We would seek funding to make reasonable adjustments as appropriate.*

**Resources provided for children with SEND.**

*Each of the five classes at Busy Bees has three members of staff, one of which is a trained supervisor (to the minimum of level 3). Some of the supervisors are applying to train for a higher qualification. Staff are encouraged to seek further training in relation to children with additional needs.*

*At Busy Bees we offer a key person system to encourage good continuity of care and support for each child and their family. Key persons naturally work with their individual children as appropriate, to ensure that children with additional needs can access the nursery environment and the learning opportunities available to them.*

*Busy Bees provides an extensive range of equipment and resources which aim to meet a variety of individual needs, as well as promoting the Early Learning Goals. Any request for additional support or specific pieces of equipment will be considered and discussed with parents and professionals.*

**Our Clear approach to assessing children with SEND.**

*Busy Bees has regard for the Special Educational Needs and Disability Code of Practice (2014) and has adopted the Graduated Approach with four stages of action: Assess, Plan, Do and Review.*

*The practice of our setting is described through the following stages.*

- *Assess*

*Through regular record keeping of each child's individual progress, key workers will be able to*

*identify when children are not making the progress expected of them. When a concern arises over a particular individual it may be necessary to offer different opportunities or use alternative approaches to encourage their learning. The key person will share and discuss the areas of concern with the parents who will be continually informed. In identifying a child as needing SEND support or is making little or no progress the SENDCo seeks written parental permission to involve external support services and professionals who can advise on developing new targets and IEP's or if the child has sensory or physical needs that require additional equipment or regular visits from professionals from a specialist service.*

- **Plan**

*If SEND support is agreed, then specific targets will be set for the child in the form of an Individual Education Plan (IEP). The SENDCo, Key person and parents will be included in agreeing to the outcomes, intervention, support which will need to be put in place, and the expected impact of the child's progress, development or behaviour with a clear date for review. All involved will meet to discuss the attainment of the targets and the next appropriate stage of action.*

- **Do**

*It is the key person's responsibility to work with the child on a daily basis. With the support from the SENDCo they will oversee the implementation of the IEP targets agreed. The SENDCo will support and advise the key person through assessing the child's response and the effectiveness of the level of support that has been implemented.*

- **Review**

*A review is undertaken at the minimum of each term, however if through daily assessments the effectiveness of the IEP is low or if the child has achieved their set targets the review will take place earlier. A meeting will take place with all involved discussing any changes to the outcomes and the support for the child.*

### **How our setting plans the Early Years Curriculum to include children with SEND.**

*The inclusion of all children is acknowledged and reflected through our long, medium and short term planning. For children with SEND., differentiated learning targets and alternative approaches may be implemented. These will be planned for and recorded within the short term goals.*

*Each child has their own record file called a 'Learning journey' which is confidential to the child, parents and other relevant staff within the setting. Individual plans and progress may be included in these in order for the key person to access and monitor each child's progress. Individual Education Plans will be kept in the child's individual Learning journey which is kept in a locked filing cabinet with access made available only to the SENDCo, parents and key person.*

*An evaluation of the IEP is completed at the end of each session by the key person. Progress is monitored, and adjustments to the IEP can be considered with the child's parents at any stage if necessary.*

*At Busy Bees we endeavour to meet each child's individual needs and where necessary teaching styles and approaches may be changed and adapted to ensure that learning styles and approaches are delivered effectively.*

### **How our learning environment provides opportunities for all children to be included.**

*It is our aim that all children have equal access to equipment, activities, experiences, languages and the environment in order to promote their learning. This may include adjusting the physical layout of the setting to meet individual needs as well as using different communication systems including sign language and pictorial flashcards.*

*Inclusive play is offered both inside and outside as well as regular visits to the nursery farm. A range of differentiated play and sensorial equipment is available throughout the nursery and learning activities are carefully planned to offer valuable experiences to each of our children.*

#### **Monitoring and evaluating our SEND policy.**

*Our SEND policy will be evaluated at least annually during staff meetings. Each member of staff's views and opinions will be shared and taken into consideration. The policy will be reviewed when appropriate.*

*Areas to be monitored and evaluated will include the efficiency of our identification procedures, record keeping, evaluation of the curriculum delivery and the quality of our relations with parents and how they are kept informed of their child's provision and progress.*

#### **Complaints about our SEND provision.**

*Busy Bees aims to provide a high quality, efficient and accessible service to all parents, carers and children. The way that we work is revised regularly. However, from time to time a parent, carer or child may feel that they have a complaint against some aspect of our child care provision or an individual member of staff. If a parent or carer has an issue involving an individual or our SEND provision they may refer to the full complaints procedure which is accessible in the nursery office.*

#### **SEND training.**

*The SENDco will attend county training courses for her professional development. All members of staff are encouraged to attend such courses and regularly receive in-house training.*

*We offer a range of books and articles relating to various special educational needs which are readily available to all members of staff.*

#### **Partnership with parents.**

*Busy Bees recognise that working in partnership with parents is of major importance to the nursery, enabling it to provide a happy, caring and stable environment for children and their parents. We aim to form a good relationship with parents so that nursery staff and parents can exchange information regarding children easily and comfortably.*

*Parents are always involved in any discussion and decision-making in relation to the educational provision and arrangements designed to meet children's individual needs.*

*Written parental consent will always be required before any contact is made with external professionals regarding individual children.*

*Parents will be informed of their child's progress on a regular basis through contact with the child's key person, supervisor and/or SENDco. Parents are always welcome to look through their own child's personal records contained in their folders.*

*Busy Bees will endeavour to notify all parents of any relevant information regarding their child's individual needs through booklets, leaflets and articles that may be displayed on the parent's notice boards throughout the nursery and circulated amongst the parents.*

#### **Links with other early years settings.**

*Busy Bees makes arrangements and links with other specialist early years settings as and when appropriate. This is to enable us to make smooth transitions for each child from one setting to another and also share relevant information with others when a child attends more than one setting.*

*When a child who has additional needs transfers from Busy Bees to another setting transition meetings will be held and parental permission will be sought for the last IEP to transfer with the child into their new placement along with the child's learning journey.*

**Links with other support services and agencies.**

*If and when we feel that it is relevant to contact other support agencies and services for advice and support regarding an individual child then we would firstly seek written consent from the child's parents. The next step in our procedure would be to contact the area Early Education Support Teacher/Assistant who would be able to advise us of other support services and agencies in the local area.*

*This policy was adopted by the managers and staff, and updated on 12<sup>th</sup> April 2019  
Signed on behalf of Busy Bees Nursery School*

***“Our setting is committed to safeguarding and promoting the welfare of children, young people and adults at all times and expects everybody***

*working within this setting to share this commitment”*