

Wellesley Avenue, Goring by Sea, West Sussex BN12 4PN

6.3 Special Educational Needs and Disability (SEND)

Definition of Special Educational Needs

‘Children have Special Educational Needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.’

Policy statement

At Kamelia Kids we provide an environment in which all children with special educational needs and disability (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2015).
- We have in place a clear approach for identifying, responding to, and meeting children’s SEN¹, this includes children with English as an Additional Language.
- We support and involve parents/ carers and where relevant children, actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice, and provision and, if necessary, adjust.

Working in Partnership with Parents/Carers

We recognise that parents/carers hold key information and play a critical role in their child’s education. Therefore, we understand the importance of their contribution, views, and feelings regarding their child’s development.

We will endeavour to support both the child and parents/carers and will aim to

- Include parents/carers at all stages of the assessment process, offering support and guidance.
- Listen to parents/carers views, considering their knowledge and experiences.
- Allow parents/carers access to their child’s records at any time
- Ensure that parents/carers are aware of local services (local offer)
- All information on individual children is kept strictly confidential within the nursery and accordance with GDPR.

Local authority support

The Local Authority has an Early Years Advisory Teacher, who will support our SENDCo. They will observe the child play and gather information from the SENDCo and will provide advice and support to the nursery.

Procedures

Kamelia Kids refers to the Special Educational Needs and disability Code of Practice and the Early Years Foundation Stage (EYFS) to devise procedures that will ensure all children have the appropriate opportunities to learn through play and that all families will feel welcome.

- We have two designate members of staff who are the Special Educational Needs & Disability Co-ordinator (SENDCo) - Penny Grant and Nicola Lambsden.
- The SENDCo works closely with our Nursery Operations Director and other colleagues and has responsibility for the day-to-day operation of our Special Educational Needs and Disability Policy and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced, and differentiated curriculum for all children.
- We apply SEND support to ensure early identification of children with SEND.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision, and review of their children's special education including all decision-making processes.
- Where appropriate, we consider children's views and wishes in decisions being made about them, relevant to their level understanding.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g. Early Help Assessment and Education, Health, and Care (EHC) assessment.
- We provide resources (human and financial) to implement supporting children with Special Educational Needs and Disability Policy.
- We ensure that all our staff is aware of our Special Educational Needs and Disability Policy and the procedures for identifying, assessing, and making provision for children with SEND. We provide in-service training for practitioners.
- All new staff will receive training during the induction process regarding this Policy and procedure. Training is also available from the Local Authority and other specialist services on areas relevant to the child's staff are supporting.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., action plan reviews, staff and management meetings, parental and external agency's views, inspections, and complaints. This information is collated, evaluated, and reviewed annually.

Legal framework

The Equality Act (2010)

Statutory Framework for the Early Years Foundation Stage (2021)

Working Together to Safeguard Children (DfE 2015)

Special Educational Needs and Disability Code of Practice 0-25 years (DfE 2015)