



9.2 Supporting Children with Special Educational Needs and Disabilities (SEND)

EYFS: The Safeguarding and Welfare Requirements

1.1 – 1.17, 2.1 – 2.6, 2.9-2.14, 3.1 – 3.8, 3.45-3.47, 3.53 – 3.54, 3.65, 3.68, 3.69, 3.80

Policy Statement

Sunrise Community Nurseries (Sunrise) offers an inclusive environment, aiming to cater for all needs of both children and their families, adapting the routine, layout or equipment as necessary and liaising with outside agencies.

The four areas of Special Educational Needs are:

1. Communication and interaction
2. Cognitive and learning
3. Social, emotional and mental health
4. Sensory and/ or physical

Procedures

Whilst at Sunrise, we aim to have a designated SENCo (Special Needs Co-ordinator) who ensures that all children with SEND have their needs catered for by their keyperson, we always have at least two SEND Champions. The role of the Champion is to support the SENCo in their role and to step up in the absence of one.

The role of the SENCO in our setting includes:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting
- Taking the lead in implementing the graduated response approach and supporting colleagues through each stage of the process.

Children joining Sunrise with SEND

Opportunity is given at the initial meeting for parents/ carers to discuss their children's needs and behaviour to the keyperson. If the child already has special educational needs or disabilities, every effort is made to contact other professionals involved and hold a Team Around the Family (TAF) meeting in order to move forward in the best interests of the child.

During the first term at Sunrise, the keyperson and parent/ carer of all children, meet to discuss how the child has settled in and any concerns that may be apparent from observations of the child. Early intervention is vital. Referrals can be made to outside agencies for support and diagnosis.



The keyperson will explain the procedure that will follow which is in line with the Special Educational Needs & Disability (SEND) Code of Practice (2014):

Children joining Sunrise without any recognised SEND

If staff at any point of time recognise that a child might need additional support to access the curriculum, the key person will speak to the SENCo who will arrange a meeting with themselves, the key person and the parents, and prepare an Individual Education Plan (IEP) with strategies to support the children. This is then reviewed regularly and if no progress is made with internal strategies, then the SENCo will make a referral to the necessary external professional.

Effective assessment of the need for early help

We are aware of the process for early help and follow the following procedure:

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This



referral can be made by any professional (*Working together to safeguard children 2018*).

A graduated system of assess, plan, do, review is used to identify and meet individual's needs

Assess – To identify a child as needing SEN support and carry out an analysis of the child's needs.

Plan – Where it is decided to provide SEN support, the key person and SENCo should agree in consultation with parents the outcomes they are seeking, the interventions and support to be put in place, in the form of a 'One Page Profile' using SMART (Specific, Measurable, Achievable, Realistic & Timebound) targets

Do – Support and strategies will be implemented and overseen by the child's keyperson with support from the SENCo.

Review – The effectiveness of the support and the impact on the child's progress will be reviewed every 6-8 weeks or sooner if needed.

Some children will remain on this cycle for the duration of the time at Sunrise unless it is agreed that an Education, Health and Care Plan (EHC plan) would be beneficial for the child. An EHC plan ensures all the above services work together for the best possible outcomes for the child. If this is the case, staff and parents work together to complete a form to request to assess the child's EHC needs (EHCNA), which is sent to the panel. A decision is made within six weeks. If it is felt to be in the best interest for child to be issued an EHC plan, all professionals involved, submit evidence to support the case and the assessment and plan will be completed within 20 weeks.

Professionals (eg; Speech & Language Therapist, Educational Psychologist, Drumbeat Outreach etc...) will need to come into the setting to observe the child and discuss concerns with parents and staff. Due to Covid 19, telephone consultations, Zoom meetings and video clip observations will sometimes be shared with professionals instead.

Before a child with SEND moves on, the keyperson / SENCo will arrange a Transition meeting with the new teacher where an agreement plan would be made so the child can have a better experience of moving onto the new setting, it can also prepare the new setting , ensuring they are able to meet the child's needs.

All information will be shared with their new provision and where possible, 'pupil participation' (depending on maturity and capabilities) may contribute with decisions on their education.



Legal Framework

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2021)

Reviewed: February 2023

Next review date: June 2023

Signed on behalf of the nursery:

Mikki Parkes