

'At Bright Stars Nursery we promote equality between all people regardless of their sexual orientation, religion, race, gender or disability'

Bright Stars Nursery
Policy for Special Educational Needs



Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for nurseries DfE Feb 2013
- SEND Code of Practice 0-25 (2014) (updated 2020)
- Nursery's SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting children at nursery with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- This policy was created by the nursery's SENco in liaison with the head teacher of YFPS.

Rationale

A child is defined as having Special Educational Needs (SEN) if he or she has a difficulty which requires special educational provision to be made for him or her. These children with SEN should have their needs addressed, via a broad and balanced curriculum.

Aims and Objectives

We, at Bright Stars Nursery, are committed to meeting the special educational needs of children and ensuring that they make progress. In line with our mission statement, the staff will do their best to ensure that the necessary provision is made for any child who has special educational needs.

We will identify and provide for children who have SEN and will work within the guidance provided in the SEND Code of Practice, 2014. The staff at Bright Stars are aware of the importance of identifying and providing for those children who have special educational needs; it is their right to have full access to the curriculum along with all other children.

The manager/SENco, in conjunction with the SEN director, will report annually to parents on the policy and effectiveness of the nursery's work for children with special educational needs.

The staff will ensure that children with special educational needs join in the activities of the nursery, together with children who do not have special educational needs, so far as it is reasonably practical and compatible with the child receiving the special educational provision, the efficient education of the other children in the nursery and the efficient use of resources.

Identifying Special Educational Needs

The DfE Special Educational Needs and Disability Code of Practice (2014) defines SEN as

'A child has SEN (Special Educational Needs) where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to children of the same age.'

(SEN Code of Practice p.82)

This document categorises and describes four broad categories of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical difficulties.

These four broad areas give an overview of the range of needs that should be planned for.

Children are considered to have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age. At Bright Stars, the purpose of identification is to work out what action the nursery needs to take, not to fit a child into a category. We identify the needs of children by considering the needs of the whole child which will include not just the special educational needs of the child. Behaviour, in line with the new code of practice, is no longer identified as a special educational need. At Bright Stars, we consider that concerns related to a child's behaviour can be indicative of underlying causes and understand that these should be explored to respond to the child's needs.

A graduated approach to SEN support

At Bright Stars, a graduated approach of intervention, as laid out within the DFE Special Educational Needs Code of Practice, is used to identify and manage the support for children with special educational needs.

As stated within the SEN Code of Practice (2014), "high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people... Special educational provision is underpinned by high quality teaching and is compromised by anything less." As a result, we ensure that Bright Stars offers a varied EYFS curriculum so that all children should make progress. Children's progress will also be discussed in child progress meetings so that children, who are not making expected progress, are identified early so that provision can be put in place to support them. When a child fails to make progress and shows signs of difficulty in one or more of the areas of need, then the nursery will consider whether additional support is required and whether they should be recorded on the SEN register under the SEN support category.

Our assessment and planning for children with SEN takes the form of a four-part cycle: *assess, plan, do, review*.

Assess

In identifying a child as needing SEN support, the nursery practitioner, working with the SENCO, will establish a clear analysis of the child's needs. This will draw on a number of areas: assessments and experience of the child; information about the child's progress; milestones and behaviour; individual's development in comparison to their peers; the views and experience of parents and the child's own views (through a person centred planning approach).

Plan

Once a child is identified as needing SEN support and an assessment of need has been carried out, an Individual Education Plan (IEP) will be drawn up by the nursery practitioner in conjunction with the parents, child and with the support of the SENCO. There is a focus on the outcomes that the child, family and practitioners wish to achieve. This will help everyone to continually review and improve support so that the child makes good progress and has good outcomes. It may include health or social care provision which educates or trains a child if appropriate. If there is a higher level of need, the nursery will hold a TAM (Team Around Me) meeting which may draw upon the support of external agencies and a referral will be made if felt appropriate. There are a range of support services available to help meet the educational needs of children which include:

- Education Psychologists
- Speech and Language Therapists
- CIT-Communication Interaction Team

Do

Once a plan has been agreed, the nursery will then implement the provision documented in the IEP or TAM in a range of ways.

The variety of approaches at Bright Stars include:

- Room organisation and management
- Precision teaching
- CBT SEMH support
- Emotional support
- Blast programmes
- Additional support by practitioners
- Withdrawal for individual / small group work
- Home/ nursery reading schemes
- Self-esteem and confidence interventions
- Use of specialist equipment
- Alternative teaching strategies
- PSA support
- Agreed contracts with parents and children for promoting positive behaviour
- Outside agency involvement if appropriate

Review

The targets set in the IEP will be assessed at least on a termly basis and then a new plan will be drawn up to reflect the child's progress and support now needed dependent on how effective the previous plan was in achieving the agreed outcomes. This graduated approach ensures that earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. The child is at the centre of this process and the child's views will be captured in a one page profile document which will be adapted as the child's needs and required support change.

If a multi agency response is required, then targets will be set on a 6 weekly basis through the TAM (Team Around Me) process which will include professional working with the child alongside parents and if appropriate the child themselves.

If, despite the nursery having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the nursery with the parents may consider it appropriate to consider requesting an Education, Health and Care needs assessment. An assessment for an EHC plan may be appropriate for a small minority of children who have such significant needs that the nursery considers that specialist assessment and interventions are required that it is unable to provide. EHCPs are reviewed annually.

Roles and responsibilities

The nursery's 'Responsible Person' for SEN is Mrs Heidi Price, the CEO and director

The S.E.N. director is Mrs Heidi Price who will ensure that the full director body is kept informed of how the nursery is meeting the statutory requirements.

The person co-ordinating the day-to-day provision of education for children with special educational needs is Mrs Bryony Wilcocks (SENco) and supported by the two managers, Mrs Joanne Lyndsay and Mrs Donna Carpenter.

This group will work closely with the staff to ensure the effective day-to-day operation of the nursery's special educational needs policy. The SENCO and the CEO will identify areas for development in special educational needs and contribute to the nursery's development plan. The SENCO will also write, in liaison with the SEN director the nursery's SEN information report, the published information on the nursery website about how the nursery implements its policy for SEN. This report is the nursery's contribution to the Local Offer.

All staff are responsible for varying and adapting the curriculum for children with special educational needs and will monitor their progress. All staff who have responsibility for areas of the EYFS curriculum, will review and

monitor the progress made by their key worker children and the effectiveness of resources and their curriculum material. All staff hold responsibility for evidencing progress according to the outcomes described in IEPs and SEN support plans.

The Role of the Special Educational Needs Coordinator

The SENCO must be a qualified practitioner working at the nursery.

The SENCO is part of the nursery leadership team working to determine the strategic development of SEN policy and provision in the nursery.

To take the lead in policy development supported by the SEN director

To support colleagues in the development of their Individual Educational Plans.

To take charge of resources.

To keep colleagues up to date with any developments.

To liaise with outside agencies

To work with staff to review the progress for children with Education Health and Care Plans.

To attend each terms SENCO briefing

Staff Development

In-service training needs, related to special educational needs, will be identified by the SENCO in consultation with the staff and will be incorporated into the nursery development plan.

The SENCO will attend the termly SENCO briefing and will update staff on new developments in SEN.

Working With Parents

Bright Stars will actively seek the involvement of parents in the education of their children. We recognise that it is particularly important with children who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the Special Educational Needs experienced by their children according with the recommendations outlined in the Code of Practice. Communications between the parent and the nursery will be consistently maintained. Parents will be kept fully informed about the Parent Partnership Service and signposted to different agencies by our Nursey manager.

Parents will be fully consulted before the involvement of LA support agencies with their children and will be invited to attend any formal review meetings at all stages.

Child Participation

The nursery will work to ensure that children are fully aware of their individual needs and the targets in their Individual Education Plans and one-page profiles. Steps will be taken to involve children in decisions, which are taken regarding their education, and if appropriate will be involved in person centre planning meetings to plan their support with their champion to help them.

Evaluating Success

The nursery policy will be kept under annual review. The success of the policy will be monitored by the achievements of previously agreed targets outlined in the children I.E.P. progress review/TAM reviews and / or annual review. In addition evidence will be gathered regarding:

- Staff awareness of individual child need

- Success of the identification process at an early stage

- Progress of children with special educational needs

- Improved behaviour of the children, where this is appropriate

- The increase in the level of inclusion achieved within the nursery setting as a percentage of time

- The number of children participating in home/nursery activities.

- Child attendance

- Number of exclusions

- Number of children supported by the funding allocation for non-EHCP special educational needs

- Consultation with parents

- Number of children moving between stages

- Child's awareness of their targets and achievements.

Arrangements for Treatment of Complaints

If there is a cause for complaint with the nursery or L.A. regarding SEN provision the following procedure should apply:

1. The parent / guardian should initially contact the nursery practitioner and the SENco.
2. If no explanation / resolution is found, then written complaint should be made to the head teacher who will meet with the parent to resolve the issue.
3. If the parent wishes to proceed further with the complaint, the nursery will make arrangements for independent resolution of the disagreement through the and via a mediator from the Disagreement Resolution Service of the L.A.
4. If the parent is still not satisfied following mediation, then a SEN tribunal will be arranged with the L.A.

SENco- Bryony Wilcocks
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