



YMCA Childcare Special Educational Needs and Disability Policy

This Special Educational Needs Policy takes account of the Education Act 1996, the Special Needs and Disability Regulations 2014, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice 2014, the Statutory Framework for the EYFS (2017), the policy of the Local Education Authority and the aims of the Nursery.

Aim

At YMCA Childcare we are committed to ensuring all children are included and are treated with equality whilst attending our provision. We ensure that all children are cared for and supported to enable them to develop to their full potential. This is achieved by providing positive experiences in a secure and welcoming environment, and enabling children to share opportunities and experiences.

We recognise that all children are unique, and our skilled practitioners and SENDCo (Special Education Needs and Disabilities Co-ordinator) will support children's individual needs, whilst also ensuring that no child is discriminated against or put at a disadvantage as a consequence of their individual needs.

We are committed to working in partnership with parents to allow us to meet the child's individual and specific needs fully, this will enable us to provide the most beneficial outcomes for a child's development.

Method

As a setting, YMCA Childcare will:

- Ensure we take into account the views of the children and their family
- Enable children and parents to participate in decision-making
- Ensure that all children are treated as individuals/equals, and that they are supported to take part in every aspect of the nursery day according to their abilities and individual needs
- Liaise with other professionals, partners in education, health and social care to provide support
- Identify the needs of the children through frequent observations and termly assessments
- Ensure our practitioners are well informed, suitably trained and confident in being able to support children and parents





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- Make high quality provision, where the learning environment is aspirational, broad, and well balanced to meet the individual needs of all children, and providing differentiated activities to meet these needs of a child
- Focus on inclusive practices and removing barriers to learning, and adapt the physical environment where necessary to ensure it is suitable for all children
- Help children and young people prepare for adulthood
- Challenge inappropriate attitudes and practices
- Ensure that children who are learning at an accelerated pace (developing at a rate that is higher than their expected age) are also supported to continue developing at this rate.
- Encourage children to value and respect each other.

Initial Concerns

Staff who may initially have concerns about a child in the setting will inform the SENCO. Staff will then observe the child regularly to gather evidence for possible future discussions with parents or outside agencies.

Our settings Special Educational Needs Co-ordinators and deputies are:

Setting	Co-ordinator	Deputy
Water Lane	Claire Lipscombe	
St. Margaret's Road	Morgan Anderson	Lisa Newby
Grundisburgh	Nathalie Broadhurst	Jessica Booth
Providence	Louisa Taylor	
Exning Road	Jessica Booth	
Blinco Grove	Samantha Beldam	

Roles of the SENDCO

- To ensure that all practitioners in the setting understand their responsibilities to supporting children with SEND, and the settings approach to identifying these children who may require SEN support.
- To advise and support colleagues with the interventions that may support a child's SEND development
- To ensure that parents are closely involved throughout, and that their insights, and knowledge, inform the actions taken by the setting.





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- To liaise with professionals and agencies outside of the setting, to share information and gain advice and support. And to complete referrals to appropriate professionals where needed.
- If it is felt that a child will benefit from receiving education at a specialist provision, the SENDCo will complete this referral form alongside parents and key person.

Admission Arrangements for children with SEND

It is our intention to ensure that all families within our community have access to the setting through open, fair and clearly communicated procedures (See Admissions Policy) and that it adheres to the admission policy of the Local Education Authority and endeavours to provide appropriate support for children with a range of special educational needs.

Upon starting nursery with us, we ensure that all children are offered a positive transition process to ensure joining nursery is as smooth as possible, we achieve this by working in partnership with the child's parents and family.

When children transition from YMCA Childcare to another nursery or school, we will also work closely with the new education provider to ensure they are aware of the full individual needs of the child.

Specialist facilities, resources and staffing

- Special Educational Needs Coordinators are trained in the early identification of special needs and are comfortable and competent to share their knowledge throughout the setting.
- Staff will have access to specialised training, based on the needs of the children in the setting.
- If necessary, and where possible specialist funding will be accessed to ensure that the children in our care have safe and inclusive access to our setting and our activities
- We ensure that reasonable adjustments are made to offer inclusive play activities both indoors and outdoors.
- We provide a range of differentiated or adapted resources to be used to promote individual targets and development such as photographs, symbols, sensory toys, tactile books etc.

Local Offer





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We are aware of the Local Offer and will signpost parents to information about provision they can expect to be available across education, health and social care for children and young people in the area with SEN or a disability.

Identification, Assessment and Review of Children with SEND

We understand that children grow and learn at different rates and that some children will need differentiated learning opportunities and regular monitoring within our setting to help them make progress. If there are any children in our setting with suspected SEND, we will follow the graduated approach.

Graduated Approach

If a child in our setting is not making expected progress, it may be necessary that we use alternative approaches to learning. This involves operating a Graduated Response system which involves four steps

1. **Assess** – Once it has been highlighted that a child may need extra support, we will carry out an assessment of the child's needs, with input from the parents and the setting SENDCO. From these outcomes, we will discover the strengths and difficulties facing the child.
2. **Plan** – alongside parents, key persons and setting SENDCO, we shall create a plan to target these difficulties. This plan will include the outcomes, interventions planned, the support to be put in place, the expected impact on progress, development or behaviour and a clear date for review. Parents will be involved in planning support and where appropriate, in reinforcing the provision or contributing to progress at home.
3. **Do** – An early year's practitioner, usually the child's key person, will be responsible for working with the child on these targets and overseeing the implementation of the plan. The SENDCO will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.
4. **Review** – the plan and its implementation will be reviewed on a regular basis with the parents and its final review will be on the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENDCO working with the child's parents and taking into account the child's views. Next steps will then be created as to whether the target is adapted or changed.

These four steps will be repeated with increasing detail and frequency, to identify the best way of securing good progress. If the Graduated Response recognises





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that there is a possibility of special educational need, where necessary, with parental permission, staff will draw support from specialists. These may include

- Health visitor
- Referrals to outside agencies including speech therapists, paediatricians, educational psychologists etc.
- Support from the Early Years Team or Local Authority support services for advice or equipment.

Education, Health and Care Plans (EHCP)

If we have taken relevant and purposeful action to identify, assess and meet the special education needs of the child and the child has not made expected progress, we will consider requesting an Educational Health Care Needs Assessment, which may then lead to an Educational Health Care Plan.

We will work in partnership with parents and the Early Years Team when applying for an EHCP and work in conjunction with parents by arranging parent consultations.

When completing an EHC Needs Assessment, the local authority will take into account a wide range of evidence, including;

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's individual SEN needs
- evidence of the action already being taken by us as the early years provider to meet the child's SEN
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

If an EHCP is already in place, we will follow the targets set on this and assess our plans on a regular basis. When the EHCPs are updated and changed, we will change our provision to meet the new targets.

If necessary, we will seek funding or borrow specialist equipment such as graded resources, sensory equipment, differentiated play equipment or learning activities so that we can follow the plan set on the EHCP.





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We will review and implement advice given by professionals via reports and visits to the setting in relation to the terms of the EHCP.

Monitoring and Evaluation of SEND Policy

Our SEND Policy will be reviewed annually and changes will be made if appropriate. Staff will then access the policy and review changes before it will be made available to parents. Parents will be able to access this policy through the policy folders located in each setting, or upon request.

SEN Training

- Staff will attend training courses based on the specific needs of the children in our setting
- Access to books and articles on special educational needs are available to staff. They will be updated and reviewed as they are reprinted.

Partnership with Parents

We will work in partnership with parents throughout their child's time at the setting. Parents will be invited to contribute their knowledge and understanding of their child and raise any concerns that they may have. They are able to contribute to targets set for their child and able to view any observations that we have completed.

Links with other Early Years Settings

- If any children in our setting attend more than one setting, we will endeavour to establish a link, to ensure that we have common approaches to meeting the child's needs.
- Links will only be made with parental consent and the confidentiality policy will be adhered to at all times (see confidentiality policy)
- Transitioning children who are due to move to another setting will have their learning journey information sent to the new setting to ensure a smooth transition for the children and family. This will also be shared with parents.

For children with SEN, transitional meetings will take place. This will include staff from the new setting, the parents and the child's key worker to share IEPs, approaches, One Page Profiles, EHCPs and any other relevant documentation.





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General Data Protection Regulation (regulation (EU) 2016/679 (GDPR) Compliance)

In order to meet our requirements under GDPR, we will undertake the following:

- We will ensure our consent notices are easily accessible and made available in accurate and easy to understand language.
- We will only use this data if we have gained consent and we will not share or use this data for other purposes than those agreed when consent was gained.
- Everyone in our setting understands that people have the right to access their records or have their records amended or deleted at any time upon request (subject to laws and regulations).

This policy was adopted on:	Signed on behalf of YMCA Childcare:	Date for review:
31.06.2020	B.Nichols	30.06.2021

