



Special Educational Needs and Disability Policy

Bearhugs Nurseries Ltd. are committed to making our setting inclusive and accessible to all children and to making sure that children are able to reach their full potential. All children have the right to the Early Years Foundation Stage and all staff have a duty to meet the needs of all the children attending the setting.

We have regard for the Special Educational Needs and Disabilities Code of Practice: 0-25 years (statutory guidance for organisations who work with and support children and young people with special educational needs or disability), DfES 2014 on the early identification and assessment of children with special educational needs and/or disability (A copy of this can be found in the office).

Definition of children with Special Educational Needs (SEN):

(extracts form SEND Code of Practice 2014; Page 4)

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her"

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she"

- Has a significantly greater difficulty in learning than the majority of others of the same age.
Or
- Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

"For children aged 2 years or more, special educational provision is educational or training provision that is additional to or different from that made generally for the other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutional or by relevant early years providers. For a child under 2 years of age, special educational provision means education provision of any kind".

"A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in this paragraph when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)".

Disabled Children and Young Children

"Many children and young people who have SEN may have a disability under the Equality Act 2010- that is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

This definition provides a relatively low threshold and includes more children than many realise. 'Long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairment such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

We aim to foster an environment where all children are:

- Seen as children first.
- Listened to and the voice of the child is valued.
- Fully accepted and involved in all activities.
- Encouraged and enabled to be as independent as possible.
- Respected when care is of a personal nature.

In order to meet the needs of all children, including those with special educational needs/or a disability, we consider the following issues.

- Voice of the child.
- Working in partnership with parents/carers and professionals.
- Access.
- Quality learning opportunities (planned and differentiated).
- Staffing levels- making sure these are adequate to meet a child's needs.
- Training of staff.
- Resources and equipment.
- Challenging and stereotypes and promoting positive attitudes amongst all children and staff..

- Individual programmes, monitoring of progress and record keeping

Bearhugs Nurseries Ltd. will endeavour to ensure that all children are treated with equal care and respect. All children will be encouraged to take part in a range of opportunities and experiences. We will assess the specific needs of every child and take the relevant steps to adapt our facilities and resources to meet the needs of everyone.

Where a member of staff has concerns about the development of a child in one or more areas, this will be discussed with settings Special Educational Needs and Disability Co-Ordinator (SENDCO) **Tina Simpson** for Bearhugs Horncastle and **Keyleigh Leavers** for Bearhugs Tattershall, and the child's parents/carers in order to decide on the best way to meet the child's current needs.

If appropriate, an individual programme may be set up for the child, which will be reviewed on a regular basis with parents/carers.

Bearhugs Nurseries Ltd. will ensure that:

- The environment is suitable for disabled children and those with SEN.
- Staffing arrangements meet the needs of individual children.
- Our written policy is available to parents and is consistent with current legislation.
- Children with special educational needs and disabilities have equality of access to facilities, activities and opportunities.
- Regular liaison takes place with parents and other professionals about the need for special equipment/service for children.

The Role of the Special Educational Needs and Disability Co-ordinator. (SENDCO)

We have a named Special Educational Needs and Disability Co-ordinator (SENDCO).

The SENDCO is responsible for monitoring the needs and progress of children with SEND. The SENDCO will ensure that liaison takes place with parents/carers and with appropriate professionals as well as ensuring that the setting is up to date with current legislation and practice.

The SENDCO is responsible for:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting 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.

The setting SENDCO and the child's key person will endeavour to always be available, however prior warning may need to be given to maintain staff ratios. Review meetings will be held regularly and where possible both the SENDCO and the child's key person will attend.

The SENDCO will endeavour to signpost parents to appropriate agencies which will be able to offer further support. Where appropriate the setting may seek the advice of the local authority service. The local authority service are an advisory body which supports the setting. Parents will be verbally consulted prior to their involvement.

Where outside agencies are required the setting will always seek prior permissions and necessary forms will be filled out together for referrals. If the setting is unable to make the referral the setting will signpost parents/carers on the best route to doing this and offer support and guidance throughout the process.

Lincolnshire Parent Partnership Service leaflets are available in the main entrance and these will be provided to parents of children with additional needs, parents will also be signposted to the local authority website.

All transitions will be planned for in advance and preparations made accordingly. A strict code of confidentiality will be adhered to at all times (Please see Confidentiality Policy).

Admissions Arrangements

All children, including those with identified SEND are admitted to the setting following discussions with parents/carers.

We do not contact other professionals about a child without parental consent unless there are concerns about child protection and safeguarding.

Signed on behalf of Bearhugs Nurseries Ltd by:

Manager/Owner

Date: 1st May 2020

Review Date: 1st May 2021