

Special Educational Needs and Disabilities

Statement of intent:

Goldsmiths College Nursery has a statutory duty to have regard for the Special Educational Needs and Disability (SEND) Code of Practice (2015), The Children's and Families Act (2014) and the Education Act (2011). The childcare team have a general knowledge of these documents and believe that children benefit from mixing with a diverse mix of other children and adults. We actively seek to include children from all cultures and backgrounds, as well as those who may have disabilities or Special Educational Needs (SEN).

Aim:

The nursery aims to meet the needs of all children and to be inclusive of those who may experience difficulty in learning, or have a disability. We aim to provide a positive learning environment and attitude that is stimulating and secure, where all children are valued and respected as individuals. Encouraging children to achieve the best possible outcomes and become confident young children with a growing ability to communicate their own views, and ready to make the transition into compulsory education. We will endeavour to ensure that all the childcare team have a general knowledge and understanding of the SEND Code of Practice. The childcare team will work in partnerships with parents and external agencies, valuing their experience and contribution in meeting individual children's needs.

Method:

Special Educational Needs Coordinator (SENCO)

- The nursery has a named SENCO, this is Karen Roe. The SENCO is responsible for keeping an overview of the children in the setting who have identified needs, and ensuring these needs are met. Through the implementation of appropriate, individual and targeted planning.
- The SENCO is responsible for advising and supporting other members of the childcare team, and ensuring that all members of the team are taking responsibility for children with Special Educational Needs (SEN) and/ or disabilities.
- The SENCO will work collaboratively with the child's Key Person, and family, to ensure accurate records are kept and regularly updated. Where appropriate, the SENCO is responsible for ensuring partnerships are developed with other professionals to support children's individual needs.
- The SENCO and other nursery staff will attend regular and relevant training to ensure they are up to date on current legislation and are best equipped to cater for children with SEN.

Admissions

- Goldsmiths College Nursery welcomes children of all abilities and promotes equal opportunities (please refer to our Equal Opportunities Policy). Applications from children with SEN and/ or disabilities will be processed in line with other applicants on a 'first come, first served' basis. We will endeavour to make reasonable adjustments to accommodate children with SEN, taking into account practical as well as educational issues in order to meet the needs of each individual.
- For those children who join the nursery with already notified SEN and/ or disabilities, the nursery will ask for as much background information as possible from parents/ carers. With parental consent we will also seek to gain information from any outside agencies already involved (e.g. speech and language, physiotherapy etc.). This will enable us to gain a clear picture of the child's needs, and allow us to adapt practice to best meet them.

Partnership with parents

- At Goldsmiths College Nursery, we have an ongoing commitment to establishing and nurturing relationships with the parents/ carers of all children, but this can be of particular importance to children with SEN and/ or disabilities. We are aware that parents are key in their child's development, and of course know their child better than anyone, making their input invaluable.
- Nursery staff will work alongside parents and adopt a child centred approach, involving both parents and children in their planning, discussions and decision making, to ensure everyone is working towards a common goal.
- The nursery team are aware of where to find information on the Local Offer for the Borough of Lewisham. The Local Offer refers to the range of services available within the borough to support children and young people with SEND, as well as their families. Nursery staff will use this information on local services and support to effectively signpost parents to available support.

Curriculum and learning environment

- We will provide a broad and balanced curriculum; your child's Key Person will get to know their individual abilities and interests and will differentiate activities accordingly to ensure that they are accessible to all children.
- The nursery aims to provide inclusive play, resources are regularly monitored and specific resources can be bought according children's needs and interests.

- The nursery works in accordance with the Early Years Foundation Stage Statutory Framework and Practice Guidance. All practitioners' observations, planning and assessments relate closely to this.

Transitions

- For children leaving to attend other settings or schools the nursery will seek to hold transition meetings with parents, other professionals, setting SENCO and the child's key person, if possible including staff from the newly allocated provision. An action plan for transition can then be devised with agreement of all parties, wherever possible the child's view should also be included.
- With parental consent, staff will ensure that all relevant paperwork is forwarded to the child's new setting or school.

A Graduated Response:

Identification, assessment and review

- In addition to the observations and assessments made on all children, records and child profiles for a child with SEN and/ or disabilities include specific information about the child's progress and behaviour whilst at nursery. As well as background and current information from parents/ carers and any input from outside agencies that may be involved at this stage.
- Parental consent is required before sharing any information from the nursery with other settings and/ or outside agencies. Parents are asked to sign a consent form on information sharing upon registering their child at nursery. Where a specific SEN referral is being sought, this will only be done in close partnerships with the parents and additional consent from the parent/ carer will be sought at this point. In a situation where the parents decline this consent, the referral cannot go ahead.
- **This is my plan:** When a member of the childcare team identifies a child with SEN, additional and/ or different needs specific planning and interventions are devised to support that child in moving forward and having access to the full curriculum and activities on offer. This is a child-centred plan that is devised mutually, with input from parents, the child's key person, setting SENCO and wherever possible the child. This is additional planning to that which is carried out for all children. Planning and review meetings will vary in frequency and will usually be between monthly and termly.
- Where a child continues to have difficulties it may be necessary to involve external agencies, such as, the area SENCO, Educational Psychology, Speech and Language Therapists or Drumbeat for additional advice and

support. This will be sensitively discussed with parents and consent sought. Advice can also be sought from the Educational Psychology Team in Lewisham via a confidential phone line (020 7138 1457).

- **Educational , Health and Care Plan:** Parents or the nursery can submit a request for an Educational, Health and Care (EHC) needs assessment, where a child continues to have significant difficulties. Where the nursery are submitting the request a 'team around the child' meeting will be held to gather information on the needs of the child, gain the views of the family and child, complete the 'My World' profile, discuss what has been done to try and meet the child's needs within the setting and complete and sign the EHC needs assessment referral request form.

Once the referral has been submitted a decision on whether or not to proceed with an EHC needs assessment will be made at Lewisham's SEND multi agency panel, within 6 weeks of receiving the request. If the decision is to proceed with an EHC needs assessment, an allocated EHC co-ordinator will ensure the assessment process is completed in line with the SEND Code of Practice.

The decision on whether to issue an EHC plan will then be communicated to the parent and referrer within 16 weeks of receiving the request and will be based on the information and evidence that has been gathered through the needs assessment process.