



**Morning Star Nursery**  
**Special Education Needs & Disability Policy (SEND)**

Setting's Name:	Morning Star Nursery
Date Last Reviewed:	8 <sup>th</sup> February 2019
Date of Next Review:	8 <sup>th</sup> February 2020

### **Aims and Objectives**

At Morning Star Nursery we strive to ensure that no child will be excluded or disadvantaged because of special educational needs, disability or ability. We have regard for the **SEN Code of Practice (2002) on the Identification and Assessment of Special**. Our policy will ensure that we provide a curriculum that promotes their development in ways which are individually appropriate. Morning Star Nursery aims to provide an inclusive setting and that all children's individual needs are considered and that all activities are planned to reflect them. We believe that working in partnership with parents and colleagues are essential.

### **Special Educational Needs and Disability (SEND) - Children and Families Act 2014**

The Children and Families Act 2014 requires local authorities to publish, in a single place, information on services and provision across education, transport, health and social care for children and young people aged 0-25 with special educational needs and disabilities (SEND). The purpose of this 'Local Offer' is to enable parents, Carers and young people to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our

setting's offer and shows how we have, for many years, provided for children with special educational needs and disabilities.

### **Admission Policy**

Children are admitted to Morning Star Nursery through self-referral on the open waiting list. When a child reaches the top of the list a place is offered. We welcome all children and families into the nursery. The Special Educational Needs and Disability Act 2001 prohibits all child care providers from discriminating against disabled children in their admissions arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from the setting. The presence or absence of a special educational need is not a factor in the allocation of a place. At Morning Star we do not discriminate against children and their families in the admission process on the grounds of sex, gender or disability.

### **Information about Staff**

At Morning Star Nursery the SENCO is Beverleigh Bossman responsible for coordinating all aspects of Special Educational Needs:

- Give advice and support to other staff in all aspects of SEN
- Meet with new staff as part of their induction
- Assist staff in the identification of any child who may be experiencing difficulties in learning
- Make sure Health care plans are displayed in the utility room with specific practitioners having training around individual procedures or administering prescribed medication
- Coordinate meetings with parents and other professionals, including IEP meetings
- Provides information and referrals to appropriate agencies
- Coordinates and liaise with other professionals
- Has day to day responsibility for operating the SEN policy
- Adhere to confidentiality policy
- Liaise with the Area Inclusion Co-coordinator Shereen Tennant who works at Haringey Professional Development Office and can be contacted on telephone number **0208 489 1511**

### **Partnership with Parents**

We recognise value and respect the fundamental role that parents/Carers have on their child's life as they are an important source of information and advice. We aim to build on this by working in partnership with parents/Carers to

encourage involvement in all aspects of the child's life at the nursery. We involve parents by:

- Collecting background information regarding each child when they start
- Operating a key person system in nursery
- Involving parents to annual parents meeting to discuss each child's progress
- Regular updates informal discussion as and when necessary
- Involving parents in planning for their child's progress by asking for their child's observed interest during the observation week of their child.
- Inviting parents to termly parents meeting to discuss each their child's progress.
- Parents coming in and participate in the activities.
- Attend appointments with parents and their child if they would like Morning Star Nursery's support

### **Access to Curriculum**

We aim to address the specific learning needs of children and help them access a broad and balanced early year's curriculum. Through observations and individual planning, each child's learning needs are met. Also through narrative and spontaneous and other form of observations. Children needs are being met through individual focus planning and each child's learning needs are met using the Early Years Foundation Stage and HEYP Development Matter guide lines. Activities are differentiated i.e. an easier version of the same task, to ensure that all children are included.

### **Identifying children with Special Educational Needs and Disabilities**

- On induction to our setting the SENCO and parents share information about the strengths and needs of the child to create a positive partnership.
- Families will be supported for as long as it takes for their child to settle. We want all children to feel happy and safe with us.
- Regular discussions with parents if their child os having difficulties in any area of learning
- Each child has a Keyperson who works closely with each child and the family, and may identify a possible individual need.

- Depending on the child's individual need there may be a requirement for a different way of teaching or special equipment in order to support that particular need.
- On-going observational assessments are made of all children and are linked to the Early Years Outcomes and Development Matters ages and stages of development (as outlined in the Statutory Framework for the Early Years Foundation Stage).
- We undertake a 'progress check at age 2' which supplies parents/carers with a short written summary of their child's development.
- Reports from health care professionals may identify a child's individual needs and we will include these in the child's learning and development.

### **Procedure to Assess, Plan, Do and Review (Code of Practice)**

The Code of Practice recommends a gradual response to concerns around a child's development

#### **Early Years Action**

At Morning Star, Early Years Action is the first stage of concern about a child's progress and happens when a child's needs are not being met by the usual provision in the childcare place. The SENCO will gather observations and further information from the parents and the nursery, to put together a programed of support for the child. This will set out and recorded in an individual Education Plan (IEP) for the child. Parents are invited to be part of this process and progress will be reviewed half termly.

If the child does not make sufficient progress, then the SENCO and the key person will jointly review IEP targets. This may require adjusting or extending the child's target to make is achievable and also to ensure the child's is meeting their developmental and educational needs. This will be reviewed and evaluated at 6 – 8 weeks period.

However, if the child is not making sufficient progress then referral from other agency becomes necessary and with the parent's permission and agreement, Morning Star Nursery may move the child onto early years Action Plus.

#### **Early Years Action Plus**

Morning Star will seek advice and support may be sought from other professionals i.e. speech and language therapist, educational psychologist or

others who would offer advice and help set appropriate IEP targets. Alternative interventions or different to those already provided for the child are put into place. The SENCO Georgina Bossman will oversee implementing these strategies with member of the team and parents.

When a child is moving on to school, it may be necessary to request statutory assessment of his/ her special needs area. For a few children this is not the case and in this situation after discussion and agreement with the SENCO, the key person and parents, Morning Star Nursery will ask the LEA to carry out an assessment to find out what the child's special educational needs (SEN) are and how they can be supported.

### **Confidentiality and Privacy**

All information, including reports and IEP's are stored confidentially in the nursery office locker. In addition each child will have an individual file containing information about their special needs, parents meeting notes, and care plans will be locked away from general files. Parents must give the nursery permission before referrals are made to other agencies.

### **Resources for SEN/ Accessibility**

Consideration is given to the needs of children when decisions regarding the building and purchasing of equipment are made. We have a wide range of toys and equipment for all ages and stages of development. Additions visual time tables would be made.

### **Staff Development / Training**

At Morning Star management is committed to enhancing their training and knowledge in response to the individual needs of the children at Morning Star Nursery. The SENCO will ensure that staff are aware of and attend relevant training, which can be delivered in house or externally. The SENCO attends regular training to ensure that their practice and knowledge is up to date. A training log is kept of all courses attended.

### **Transition**

Morning Star Nursery will liaise with the child's next school to ensure information is shared regarding the child and their progress. The SENCO Beverleigh Bossman will:

- With parental permission, write an introductory letter to new setting or school informing the child's specific needs.

- Arrange a planning meeting to share strategies and ways of working which will include any resources used i.e. communication book.
- Encourage the parent to visit the new school with the child so that they become familiar with the environment.
- Provide a range of information for parents to support their choice of new school
- Visit the new setting or school with the parent and child, and meet the new SENCO.
- Pass on any reports and records to the new SENCO

### **Complaints procedure**

Morning Star Nursery welcomes all comments and complaints and will endeavor to respond positively to all feedback.

### **Making concerns known**

- A parent who is uneasy about any aspect of the Nursery's provision should first of all talk over any worries with the child's Key worker or SENCO.
- If this does not have a satisfactory outcome within a couple of weeks, or if the problem reoccurs, the parent should then put the concerns or complaint to management. The Nursery Manager should have a friend or partner present if required and an agreed written record of discussion should be made.

### **Most complaints should be resolved informally or at this initial stage**

- If the matter is still not sorted out to the parent's satisfaction, the parent should again contact the Nursery Manager.
- If the parent and Manager cannot reach agreement, the matter should be referred to Director or the Nursery Manager's line Manager who will act as mediator if this is acceptable to the parent
- The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved. She will keep an agreed written record of any meetings that are held and of any advice she has given.

**Evaluation**

This policy will be reviewed annually and or when new government legislation affects it. Parents and staff will be involved in the reviewing process. As tripartite team: we will work together to review how well Special Educational Needs are being met in the Morning Star nursery.