



Cornerstone Nurseries Special Educational Needs & Disability (SEND) Policy

We provide an environment in which all children are supported to reach their full potential. Special Educational Needs & Disabilities (SEND) describes children who require additional support to the educational provision generally made for children of that age.

Early identification and intervention is the key in supporting children with SEND. Staff work alongside the EYFS (Early Years Foundation Stage) and complete a written 2 year progress check which is uploaded to the online learning journey Tapestry and a copy is also printed for the parent to keep with their child's red book. Parents are encouraged to comment on this and can make an appointment with their child's key person if they have any concerns. This check will enable staff to identify any delays in any areas of learning some children may have and therefore enable their key person to implement strategies and extra help if it is required. The 2 year progress check that is carried out is in conjunction with the 2 year health check carried out by the health visitor.

We have designated Jade McCarthy (Cornerstone Day Nursery) & Tessa Twyman (Cornerstone Miss Muffet) to be the supernumerary nursery SENDCo's. They are responsible for the day to day operation of the SEND local offer policy throughout the nurseries and are available for parents to talk to and book meetings with to discuss their child's development if needed.

When the nursery identifies a child that may have a special educational need or delay, the staff take detailed observations of the child's development and they can raise their concerns with the SENDCo and the child's parents. The observations of the child's next steps and strategies can be used at nursery and at home to ensure consistency for the child. Consent is gained by the parents to involve other agencies and discuss their child's needs when they sign the section in the initial starter forms when their child starts the nursery.

Children's needs may be discussed by our nursery Sendco or key person with the Inclusion setting support officers to be informed and help provide support and strategies for the individual children. This is done without using names so the advice is generalised.

Aims

- We have regard for the Send Code of Practice.
- We include all children in our provision.
- We provide practitioners to help support parents and children with SEND.
- We identify the specific needs of children with SEND and meet those needs through a range of strategies to increase their play and learning opportunities
- We work in partnership with parents and other agencies in meeting individual

children's needs.

- We monitor and review our practice and provision and, if necessary, make adjustments.
- We work in partnership with the ISSO team (Inclusion Setting Support Officer) via the support line and support surgeries.

Methods

- We provide a statement showing how we provide for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting, all staff are advised and supported.
- We ensure that our inclusion admissions practice ensures equality of access and opportunity. All relevant background information for children is recorded, collected and updated.
- We ensure that our physical environment is made suitable for children with disabilities.
- We ensure that parents are informed at all stages of assessment, planning provision and review of their children's education. Their views will be central to the overall support put in place.
- We can work alongside the parents and other professionals to complete an Educational Health Care Plan (EHCP) if this is required. This is a more detailed person centred plan with the involvement from carers, parents, other agencies and the child. This plan, if agreed, can provide more support, funding and strategies when going to school.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with the children with SEND and their families, including any other settings the child may attend.
- When preparing children for school we hold transition conversations with teachers or hold transition meetings if more detailed information needs to be handed over. The transition meetings are held with other professionals, parents, key workers and teachers to provide a smooth transition for the child to school.
- If it is needed a Transition Partnership Agreement (TPA) can be arranged, this is an agreement to provide a full detailed joint action plan with parents, carers and the children. This is usually when a child transitions to school or another setting.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children with SEND to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual Action plans for children with SEND.
- We provide resources (human and financial) to implement our SEND policy, funding can be applied for the individual child.
- We ensure the privacy of children with SEND when intimate care is being provided.
- We raise awareness of any specialism the setting has to offer, for example, Makaton trained staff.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources, for example, observations of the children, staff and management meetings, parental and external agencies views, inspections and complaints. This

information is collated, evaluated and reviewed annually.

- Referrals can be made to other agencies, for example, Portage, Paediatricians, Family support service, Speech and Language.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Exclusion

It is very rare for the nursery to suggest that any child is excluded in any way. Cornerstone Nurseries will avoid this action in any way possible. However, in extreme circumstances where we feel we have tried all avenues of support available to us or if we feel that the partnerships with parents are not successfully supporting the child within the setting and we feel we are unable to meet the child's needs. We may advise reducing sessions or taking a break from nursery or give one month's written notice to cease services.

See also: Equality of Opportunity Policy
 Inclusion Policy.
 Behaviour Policy

Reviewed 22/03/2024 CJS - Review Annually