



Special Educational Needs

This policy represents the agreed principles for Special Educational Needs throughout the Nursery. All Nursery staff, representing Jack in the Box Nursery have agreed this policy.

At Jack in the Box, we aim to provide the highest quality education and care for all our children. We provide a warm welcome to each individual child and family and offer a caring environment where all children can learn and develop to become curious independent learners within their play.

Please read this policy in conjunction with our Inclusion, Safeguarding, positive behaviour and touch and Data Protection policy for the information collected by Jack in the Box, the professionals this information may be shared with and the retention periods this data is held for.

Definition of Special Educational Needs (SEND)

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them”. As defined by the Code of Practice 2015 for those who have Special Educational Needs and disabled children.

Introduction

This policy is in line with the Code of Practice 2015 and Equality Act 2010. The Special Needs Coordinator (SENCO) is Yuki, and our assistant SENCO is Eilish At Jack in the box, we have a dedicated area SENCO Michele Tarrant who supports all SENCOs with strategies and support plans. As well as delivering regular training on SEND.

At Jack in the Box, we follow the equality act 2010 and the SEND code of practise 2015 where two core duties apply to our early years setting:

- Not to treat a child or an adult with a disability “less favourably”
- To make “reasonable adjustments” for children and adults with a disability

At Jack in the Box Nursery, we strive to provide a broad and balanced curriculum for all children for them to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that means they may have a special need and require particular action by the nursery. Where a child appears to be behind expected levels, or where a child’s progress gives cause for concern, practitioners should consider all the information about the child’s learning and development from within and beyond the setting, from formal checks, from

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practitioner's professional judgment, observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development, and personal, social, and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether a child has SEND. All the information should be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEND, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, anti-social, or withdrawn behaviour does not necessarily mean that a child has SEND. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances that may be contributing to the presenting behaviour, a multi-agency approach, such as the Early Help Assessment or Families First, should be adopted.

Children may have Special Educational Needs and Disability either throughout or at any time during their nursery development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs and disabilities takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the Special Educational Needs and disabilities of each child.
- to ensure that the Special Educational Needs and disabilities of children are identified, assessed, and provided for.
- to make clear the expectations of all partners in the process.
- to identify the roles and responsibilities of staff in providing for children's Special Educational Needs and Disability.
- to enable all children to have full access to all elements of the nursery's curriculum, while making any reasonable adjustments
 - The building is wheelchair accessible.
 - to ensure that parents can play their part in supporting their child's education.
- to ensure that our children have a voice in this process.

Educational Inclusion

At Jack in the Box Nursery School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- assimilate and communicate information at different rates.

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- need a range of different teaching approaches and experiences.
- Listen to children's views.

Identifying and assessing SEND for young children whose first language is not English requires particular care. Early year's practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEND or disability. Difficulties related solely to learning English as an additional language are not SEND.

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Staff respond to children's needs by:

- providing support for children who need help with communication, language, and literacy.
- planning to develop children's understanding through the use of all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individual children to manage their emotions, particularly trauma or stress, and to take part in learning.
- It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and lead to anti-social behaviour. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life. (see positive behaviour policy and positive behaviour support plan)

Special Educational Needs

Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:
they have significantly greater difficulty in learning than the majority of children of the same age.
they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

All our children are assessed when they join our nursery, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Co-ordinator (SENCo), the child's Key person will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices. The Key person will keep parents informed and draw upon them for additional information. If the SENCo, Key person and parents feel that the child would benefit from further support, the SENCo will support the child's key person in further assessments of the child's needs. A Developmental Journal would be completed if practitioners are

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concerned about a child's rate of progress compared with their peers, or when some of their skills appear to be delayed. The Developmental Journal assesses a child's skills within the setting in collaboration with parents or carers.

We follow a graduated approach- Assess, plan, do, review.

We draw up Individual Education Plans IEP's. (See Jack in the box Local offer)

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place every half term with new targets set and agreed with parents/ carers.

Parents will be involved in the writing and review of each IEP.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the nursery by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the nursery. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's nursery setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Local Authority. The SENCo will start the referral process. A range of written evidence about the child will support the request.

The SENCO may also use evidence, reports, and referrals to make an application for Local Higher needs funding, Early years Inclusion funding and Disability access funding (DAF).

Some children at Jack in the Box Nursery may have significant Anti-social behaviours. Staff use a range of strategies for dealing with Anti-social behaviour, but some children may require further support. In these cases, the SENCo, Key person, outside agencies and parents will create a Nurture Plan, clearly outlining key targets for the child to work towards achieving, as well as the strategies and support being offered to the child. At this point advice would also be sought from external support services. Nurture Plans are reviewed and implemented by all staff. (See positive behaviour policy for strategies used)

Wellcomm

What is WellComm?

WellComm is a complete speech and language toolkit to be used with children from 6 months to 6 years.

The WellComm system is:

- An approach that operates in **partnership with parents**.
- A means of tracking the progress of **all children**, regardless of ability.
- The opportunity to **identify areas of concern** in language, communication, and interaction development, in order to ensure targeted early intervention.
- An array of resources enabling delivery of focused activities to
 - **target** those children who have some language difficulties,
 - **enhance** the skills of all children and

- **increase** the number of children whose language, communication and interaction development are within the expected range for the age group.
- A means of **monitoring the success** of the strategies the nursery uses to enhance communication skills.
- An **assessment** that can be used at different stages of the child's development to understand progress.
- A **diagnostic tool** to enable SENCOs to advise parents should the need arise for external help and support (such as speech and language therapists)
- A range of **fun and play-based** activities to address children's language needs.
- A means of **collaborative working**.

How does it work?

Every child is assessed for around 10 – 15 minutes on their understanding of what is being said to them (*receptive language*) and how they communicate verbally (*expressive language*). This assessment is partly completed through the everyday observations that your child's key person carries out in nursery to assess his/her progress throughout the whole of the Early Years Foundation stage curriculum. But also involves a few targeted questions such as asking your child to point out various pictures or follow some instructions.

Each child's own pace and concentration span is taken into consideration and the overall assessment may be done in several stages. However, we find that most children enjoy being asked the questions in WellComm and the activities we set for them as a follow up.

How will Jack in the Box let me know about your child and WellComm?

We expect to find that many children are not falling behind in their language development. If your child is not in need of any support, then your child's key person will be able to reassure you of this.

If we find that your child needs a little extra help, then we will inform you which part of their language development they need support with and how we will be doing this at nursery. More importantly, we will also be asking you to help your child alongside us by carrying out some practical activities at home which include songs, rhymes, games, and other play activities.

Early Support

Early Support supports parents and carers of children aged five and under who have complex or significant additional needs. It brings together all the services and the support available from different agencies. This makes it easier for families to co-ordinate their child's health, education, and social care needs. Some families will have a key worker who provides advice and support and can help negotiate the system. A key worker may be needed more at sometimes than at others. Families can decide what works best for them.

Early Support has developed a wide range of resources, training courses and workshops. They include:

- A Family Pack containing information booklets about services and the Family File for sharing information with service providers easily.
- materials and resources to record your child's development.
- information booklets on a range of disabilities and conditions

- A range of training courses developed for families and carers to help them use the resources and services offered by Early Support.

Education Health and Care Plans (EHC)

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs and disabilities of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment. An EHCP is a legally binding document that describes all of the special education, health and care needs of the child or young person which relates to their disability.

Where a child has an EHC plan, the local authority **must** review that plan every six months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Early Help – Families First Assessment

Families First is Hertfordshire's programme of early help services for families. It is aimed at taking action to support a child, young person, or their family, as soon as a problem emerges. This can be at any stage in a child's life from pre-birth to adulthood and applies to any problem or need that the family cannot deal with on their own. www.hertfordshire.gov.uk/familiesfirst

At Jack in the Box Nursery the SENCO and Assistant SENCo alongside your child's key person:

- manage the day-to-day operation of the policy.
- co-ordinate the provision for and manages the responses to children's special needs.
- support and advise colleagues.
- oversee the records of all children with Special Educational Needs and disabilities.
- act as the link with parents.
- act as link with external agencies and other support agencies.
- monitor and evaluate the Special Educational Needs and disability provision.

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- manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs and disabilities.
- contribute to the professional development of all staff.
- Share relevant updates and training that has been undertaken.
- Local Offer

Local authorities (Hertfordshire) **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care plans (EHCP). In setting out what they 'expect to be available', local authorities should include provision which they believe will be available.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible, and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving children with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

(Please see our local offer)

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the nursery, including the provision for children with additional needs. We may apply with parental permission for Local higher needs funding and Disability access funding through Hertfordshire County Council.

VSEND (Is required in some of our settings but not across Hertfordshire yet)

As part of the SEND Transformation in Hertfordshire, Valuing SEND will start to standardise the approach to identifying needs earlier and improving outcomes for children and young people.

Key benefits from using the VSEND tool and approach in practice:

- establishes a common language when describing levels of need and enables planning of how to meet needs.
- supports the work of professionals and promotes collaboration between staff and parents.
- supports the child - enabling tracking of progress made and supporting annual review and transition planning
- enables settings and professionals to build a peer support network and share best practice and support strategies
- supports settings to identify gaps and areas for further development (resource / budget allocation, training and recruitment)

Assessment

Early identification is vital. Nursery staff inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The staff and the SENCO assess and monitor the children's progress in line with existing nursery practices. This is an ongoing process.

The SENCO works closely with parents and their key person to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the Nursery. The Key person and the SENCO can break down the assessment into smaller steps to aid progress and provide detailed and accurate indicators.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities.
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff use a range of strategies to meet children's Special Educational Needs and Disability. Activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform their next stage of learning.

Individual Education Plans (IEPs), which employ a small-steps approach, feature significantly in the provision that we make in the nursery. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the nursery situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside or away from the main learning environment.

Partnership with parents

At Jack in the Box Nursery, we work closely with parents in the support of those children with Special Educational Needs and Disabilities. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs and Disabilities.

We have half termly meetings with parents to review the progress of their children against the targets set in the IEP and to set new targets for the next half term. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs and Disabilities.

Pupil participation

In our nursery we encourage children to take responsibility and to make decisions. This is part of the culture of the nursery and relates to children of all ages and all abilities. The work in the nursery recognises the importance of children developing socially as well as developing their educational skills.

Partnership with Area SEND Team

Special Advisory Teachers (SATs)

Are qualified teachers with specialist SEND experience and qualifications. Specialist Advisory Teachers work with individual children and their families and/or educational providers, assessing the needs and giving practical advice and guidance and offering training.

Early Years Inclusion Specialists (EYIS)

Early Years Inclusion Specialists (EYIS) are highly experienced, specialised learning support practitioners. They work alongside staff to model interventions and strategies suggested in their advice and guidance. EYIS can offer support in the home, Early Years settings and schools. They deliver training and offer group sessions for children and their families.

Inclusion Development Officers (IDO)

Inclusion Development officers (IDO) have extensive and varied experiences in Early years and SEND. They work with practitioners to develop inclusive practice by training staff and enhancing systems and processes within the nursery.

The SEND team and Inclusion development officer (IDO) help make the links between education, health, and social care to facilitate appropriate early provision for children with SEND and their transition to compulsory schooling.

Typically, the role of the Area SEND team includes:

- providing advice and practical support to early years providers about approaches to identification, assessment, and intervention within the SEND Code of Practice
- providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEND
- strengthening the links between the settings, parents, schools, social care, and health services
- developing and disseminating good practice
- supporting the development and delivery of training both for individual settings and on a wider basis

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- developing links with networks to support smooth transitions to school nursery and reception classes and informing parents of and working with local impartial information, advice, and support services, to promote effective work with parents of children in the early years.

Monitoring and Evaluation

The SENCO monitors the movement of children within the Special Educational Needs Disability system in the nursery. The SENCO provides staff with regular summaries of the impact of the policy on the practice of the nursery.

The SENCO alongside the key person draws up Individual Education Plans for children. The SENCO and the managers hold regular meetings to review the work of the nursery in this area.

The SENCO monitors the progress of children with Special Educational Needs and Disability half termly and discusses findings with all staff and parents. If a child with SEND changes nursery or moves onto their school setting the SENCO will prepare the files and transfer the appropriate records to the receiving school/ nursery in a secure manner (usually by hand), to a named person and separate from the child's general file. A "Transfer Form" will be completed and stored in the child's file.

If you would like to discuss your child's special needs and support, please talk to Yuki SENCO or Eilish assistant SENCO

This policy was adopted by the managers and staff in September 2024

Signed on behalf of Jack in the Box

Manager.....

Staff signatures: