

Bright Start Childcare Special Educational Needs/ Disability Policy (SEND)

Inclusion Policy

Joint SENco: Naziya Akhter and Joytara Bibi

Legislations

Send Code of Practice 2014 – Updated 12.09.2024

Bright Start Childcare is committed to the inclusion of all children. We promote ourselves as a fully inclusive nursery, who value and respect all children and adults equally. We believe that children with additional needs have the right to be educated and to develop to their full potential alongside other children. The nursery is committed to forming a strong parent partnership, to ensure a child's development is monitored and evaluated easily and effectively.

Diversity and inclusion: Bright start aims for all staff to value all forms of difference in children and their parents regardless of gender, social status, race, ethnicity, sexuality, culture, belief and age.

Inclusion is about positively striving to meet the needs of different people and taking deliberate action to create environments where everyone feels respected and able to achieve their full potential. A phrase often used in this context is equality of opportunity, meaning how we can ensure the full range of relevant people and groups have similar access to opportunities, (Equality Act 2010)

Our Aims:

- We aim to liaise and establish good links with other professional networks and outside agencies. Bright Start Childcare aims to meet every child's individual needs to help them reach their full potential.
- We are committed to using early help approach/ team around the child approach when working with parents/carers/ outside agencies.
- We aim to adhere to the current legislation to the early years children with sen/disability.
- To promote diversity and difference and encourage children to value and respect others.
- To help the child access tailored learning to meet needs.
- To work in partnership with parents
- To always support staff knowledge so they ultimately benefit outcomes for children

ADMISSION ARRANGEMENT:

Our nursery is freely accessible throughout. Prior to admission we offer an induction/settling in process. Here parents can meet with their child's potential key worker and discuss their child's preferences. Parents are given plenty of information on nursery routines and their

views are respected, valued and considered. Parent packs are given to give clear picture of the setting, staff, rooms and learning.

Although information is written in English we may seek relevant support to get the information translated if the need arises. We may get relevant transition documents from previous settings the child has attended or get in contact with other professionals that are involved with them.

PARTNERSHIP WITH PARENTS/CARERS:

We try to gain as much background knowledge (social history, medical needs etc) on the child and their family prior to the child's first day so we can prepare as best possible to support the child.

Here at Bright Start Childcare we adopt an open door policy. Comments are displayed and a suggestions box is available on our parents/carers table in the entrance to the nursery. Other forms of related information are available that may be of interest to the parents/carers. (Comments tree)

Parents/carers can request an informal or formal meeting at any time. Interpreters may be accessed if necessary and where possible. We meet regularly at parent consultations to discuss the progress of children. For children that are on the code of practice, parents/carers will have regular review meetings. Parents/carers are made aware that all information about their child is confidential. Bright Start Childcare has a comprehensive complaints policy and procedure for parents.

- Parents are valued as the child's first and foremost educator and expert partner in ensuring their child's wellbeing.
- Parental consent is sought before we make any referrals to help children with additional needs.
- Written records/information shared with outside agencies/ parents are kept
- The setting based SENCO is advised by the Area SENCO as to appropriate referrals and available support from other professionals/agencies.

We provide folders for parents to take home and share with other professionals. It gives parents information on how their child is being supported and what targets are being carried out to support learning areas.

STAFF RESPONSIBILITIES

- The manager (Naziya Akhter) of the setting takes overall responsibility to ensure all staff are consistently implementing the policy.
- The setting based SENCO (Special needs co ordinators) are: Naziya Akhter and Joytara Bibi. Sencos are responsible in co ordinating provision for SEN and /or disability. Further details of this roles may be viewed in the corridor display.
- All staff at Bright staff are aware for identifying, assessing and making provision for children with sen and/or disability, in line with the send code of practice (SEND 2014).

FACILITIES, STAFFING AND TRAINING:

Access into our building is spacious, appropriate and efficient. Coming through the main gates the setting is a few yards up the path. Entry into the building is via double doors making the entrance path wide, with a slight step elevation enabling access into the building. Parent's notice boards are across the reception area and nursery passage. We have information on setting Senco's, send related displays so parents can access information. We have an induction day for parents to discuss their children's needs and staff are available every day to discuss any concerns. All information given by parents and carers are treated in confidence and will only be disclosed to any other party where necessary and through consultation.

Children have access to small group support where larger areas are distracting for the child. There is also access to a sensory room which accommodates sensory resources to meet the needs of children with additional needs.

Staff are trained regularly so they can meet standards to support children. The manager Naziya Akhter also prioritises time to support staff to meet learning targets for children. When a staff member has attended a course they feedback to other staff in our weekly staff meetings and pass on notes. These then go into a folder in the office accessible to staff for reference. Other than this, setting manager (Naziya Akhter) will draw up a plan to train staff in key areas and endeavour to assist them as much as possible where necessary.

Management ensure all staff are trained with tier 1 autism and any other sen training as well as in house training carried out by manager. This is to ensure that staff are well supported to have sufficient knowledge to support children.

RESOURCES CURRICULUM AND LEARNING ENVIROMENT:

We endeavour to adopt appropriate resources in an effort to meet with each child's individual needs. We have a wide range of resources and the layout of our rooms take into consideration access to equipment for all children. The environment will be adapted where possible. Children are grouped in mixed ability groups and not with children from a similar development stage. At Bright start we follow the send code of practice 2014 (updated 30th April 2020). We firstly gather information and observe children and where needed move up to an increased differentiation. This is reviewed and moved up to a sen support plan where needed and this draws up a tea around the child approach where other professionals are involved. Where needed children may need an EHC plan. All these steps are in partnership with other professionals and area sendco team as well as parents.

Differentiation of activities to meet children's individual needs and how activities and resources can be adapted will be recorded on group plans. We will attempt to label all resources with photographs. Staff will communicate with children with Makaton and photographs to ensure children understand what is happening. Some children may use PECS.

Children with special educational needs are given a folder which contains information about our support (diary from nursery), Diary from home (for parental involvement and partnership) and outside agency details. This is to ensure multi agency working for the childs development.

IDENTIFICATION AND ASSESSMENT:

Bright Start Childcare has regard for the send Code of Practice 2014. The setting SENDco will have awareness of children with special needs and all staff will be given the opportunity to go on relevant courses. If we feel that a child has an additional need we would normally discuss it with the parents/carers. Parents are involved and consulted at all times. All staff will carry out observation and assessments of children. These will form part of the children's profile and will be given to parents for transfer to school. Where appropriate children's views will be sought and incorporated. Before any information is transferred to outside agencies parental consent is sought.

We work alongside outside agencies and we will ask them for advice and support where necessary. We will always ask for parent's permission to do so.

Bright Start Childcare upholds a strong regard for confidentiality (policy is available on request).

LINKS WITH SUPPORT SERVICES AND OTHER AGENCIES:

Bright Start Childcare will seek support and advice from outside agencies, including the Area SENCO Team and other professionals with parent's consent.

We work in conjunction with the local community network which promotes Inclusion Support and Early Intervention.

All reports and assessments are available to parents and other professionals with consent. The setting based SENDco receives advice and support through the Early Years Development and Childcare Partnership from an Area SENDco. All information gathered about a child is always shared with their parents/carers. An information leaflet about the Area SENDco role is available.

MONITORING AND REVIEWING THE POLICY:

The policy will be reviewed in response to changes in legislation and within the setting.

The SENDco and manager will review the policy annually and be responsible for making sure the policy is being carried out within the setting - liaising with the groups and individual staff.

Date reviewed: September 2024

Date to be revised: September 2025