

## **Working with children with Special Educational Needs and Disabilities (SEND)**

At Raised In we have a designated Special Educational Needs Coordinator (SENDCO) within each nursery that has relevant experience and training to support children and families. Our SENDCOs continue to build their knowledge of the role of SENDCO and keep up to date with any changes to policy and legislation.

At Raised In we work with the Bristol City Council Inclusion Team, to gain advice, ask for support and they work with us to support individual children and their families.

### **How does Raised In know if a child needs extra support?**

At Raised In all children have a Key Person in place who access children as individuals. They encourage fun, purposeful and challenging activities to enhance children in their learning and development at their own pace.

We continually observe all children to ensure they are making progress with their learning and development in accordance with the Early Years Foundation Stage (EYFS). This process allows Educators to identify additional support needed and enable them to put in place targeted activities to help children learn and develop. Assessments are shared with families who are then actively encouraged to share with us interests and learning at home using our online observation app eyLog. This enables a shared approach to children's learning and development.

This supports the Educators to use their knowledge of child development to recognise where there may be gaps in children's learning and development. To put in place any strategies for support, seek additional support or make referrals to outside agencies.

### **How will the nursery team support the child?**

At each Raised In nursery, our designated SENDCO will work with the child's Key Person and their family to ensure that the child will be supported as an individual.

We ensure that our SENDCOs undergo appropriate training through the local authority to ensure they are up to date with any changes to policy, legislation and knowledge to support the child, their family as well as other members of the team to ensure the child's individual needs are met. The SENDCO will use their training and knowledge to up-skill the rest of the nursery team to have open discussions about knowledge and experiences.

The team will prepare individual play plans for children who require additional support, with specific targets suitable to the children's learning and development. Targets put in place will be achievable, challenging and supportive.

Plans will be a working document that captures the parents'/carer's voice as well as the child's. The individual play plan can be adapted at any point to ensure that it is effective. The SENDCO will refer children to the Bristol City Council Inclusion Team if the setting or the child needs additional support. The Inclusion Team will support us with the child's individual needs, help us refer them to additional services and work closely with the family.

The SENDCO will ensure that the team are evaluating the environment and that it is set up to meet children's individual needs. Where possible reasonable adjustments will be made to enable access to what Raised In can offer.

The SENDCO will work closely with all of the team to ensure that we are reviewing resources, experiences and activities to support the child. The Key Person will work with the team to guide and support them to provide personal play plans for each child based on their abilities and interests.

## **How are parents/carers included in the child's education and development?**

At Raised In regular communication with parents/carers is vital. The parents/carers, Key Person and SENDCO will work together to ensure that every child's learning and development is supported.

During Settling-in Sessions the parent/carer will work with the Key Person to settle the child into the nursery. The Key Person and the family need to agree that this is the right time for all parties involved.

The Key Person will work with the parents/carers to fill in an 'All About Me form' and any relevant documents that will support the child in the settling-in process. A baseline assessment of where the child is in their learning and development will be discussed with

families to help the Key Person recognise and put together strategies to support the child within the nursery.

The parents/carers are encouraged to work together with their child's Key Person, looking at the children's interests, targets and progress. Parents/carers are encouraged to share information about what they do at home, by sharing pictures and information. The Key Person will also support the families with activities and strategies to support children at home which also helps achieve continuity with what they are doing within the setting.

The parents/carers will be invited to attend regular meetings to review the child's progress. Every child has a learning journal that the parents/carers can contribute to.

### **How accessible are the environments?**

At Raised In our nursery sites have a variety of layouts with varying accessibility, each nursery is specifically designed to suit and fit into the community building in which they are based. Please ask if your child has any particular accessibility needs.

### **Helping with transitions**

Transitions – such as starting at the nursery or moving rooms are key times for any child. The child's Key Person who will support the child during this time. Settling-in Sessions usually take place two weeks before the child's start date. However, if the child requires a longer settling-in process, this can be arranged to ensure families, children and the team are comfortable with the process.

When a child is ready to transition to school, we will invite teachers in to visit the children and meet their Key Person. Transition documents will be completed and relayed to the school to ensure that a smooth transition is in place for all children.

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**Signed:** Nicola Bimble, Head of Nursery

**Date:** 01 December 2023

**Review Date:** December 2024

**This policy links to:** Equal Opportunities Policy, Key Person Policy, Special Education Needs and Disability Policy and Parents as Partners Policy