

## Special Educational Needs and Disability (SEND)

At Raised In we carry out our statutory duty in accordance with the Department for Education SEN Code of Practice which provides practical advice for the identification of SEN, how to identify SEN access and make provision for children with special educational needs and/or disability.

At Raised In each individual nursery has a designated Special Educational Needs Coordinator (SENDCO) who is appropriately trained.

### **Raised in Bristol at Easton Community Centre SENDCO:**

Beth Stokes, Senior Room Leader

Assistant: Alice Parrington, Room Leader

### **Raised in Bristol at Docklands Community Centre SENDCO:**

Kellie White, Nursery Manager

Assistant: Claudia Tolfree, Deputy Nursery Manager

### **Raised in Bristol at Felix Road Adventure SENDCO:**

Samantha White, Senior Room Leader

Assistant: Hayley Franklin, Deputy Nursery Manager

### **Raised in Bristol at the Greenway Centre SENDCO:**

Zoe Casey, Room Leader

Assistant: Robyn Nichols, Nursery Manager

As is the case in all nursery settings, children are observed throughout their time at the nursery by their Key Person and the Educators within the team during formal and informal play and learning activities. This means that the children's strengths and weaknesses are highlighted which enables Educators to have a holistic view of a child's learning and development. Educators work together to devise strategies to ensure all children learn and develop new skills to the best of their ability. Communication plays a key part in children's learning and development. Educators working together with parents/carers is essential in identifying any need for early intervention to ensure children have the best possible start.

When a child appears to be behind expected levels, or when a child's progress gives cause for concern, Educators will consider all information about the children's learning and development from within and beyond the setting. This information will be made from

observations within the setting and detailed assessments of children's needs. A delay in learning and development may not indicate that a child has SEND but may require extra support to ensure that all children are learning and developing as best as possible.

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

When it is decided to provide SEND support – parents/carers will be formally notified and will then work together with SENCO and the Key Person to determine what outcomes, interventions and support will be put in place.

### **Raised In's Graduated Response Procedure**

For a child who is identified as having SEND, Educators will observe the child to gain insights to highlight any specific learning needs. The Educator will work with the unit SENCO and outside agencies to identify the best approach to help the child.

A graduated response may be required. Children who require additional support will have a plan to suit their individual learning needs. The graduated response consists of four stages of action: 'Assess', 'Plan', 'Do' and 'Review'.

**Assess** – Working with parents/carers and all relevant Educators will enable an analysis of the child's needs to take place. This initial assessment will be reviewed regularly to ensure that support is consistently matched to the child's needs. When there is little or no improvement in the child's progress additional specialist assessment may be necessary from other professionals. The nursery's SENCO will contact them with the parent's agreement.

**Plan** – The Educator, the SENCO and parents/carers will work together to discuss desirable outcomes, intentions and interventions that may be needed to support the child. These will be discussed collaboratively to ensure that the support that is given suits the child's individual learning and development. All plans that are put in place should take into account the child's voice. The support plan will clearly label desired outcomes for the child to reach. This is done by devising smart targets that are achievable for the individual child.

**Do** – The Educator will work with the child and carry out the support plan that is put in place. The SENCO will support the Educators to carry out activities and make suggestions to adjust the targets where needed.

**Review** – The Educator, SENCO and the parents/carers will review the support plan together within the agreed review date, normally around six weeks. Reviewing the support plan enables the Educator, SENCO and the parent/carers the opportunity to discuss the child's learning and development and collaboratively work together to set any further outcomes and targets.

If a child has carried out two cycles of the graduated approach and has made little or no progress a referral will be made with the consent of parents/carers to Early Years Portage and Inclusion. Early Years Portage and Inclusion provides access to additional services that may be required to support children's learning and development. The Educator and SENCO will continue to carry out support plans to ensure the child has smart targets set to achieve the outcomes set.

## **Education Health Care Plan (EHCP)**

An EHCP is a legal personalised document which sets out the education, health and social care needs of a child and young person from birth to 25. If a child or young person has an Education Health Care Plan the council will set them a personal budget which will help the child to get the care and support they need.

In consultation with parents and other professionals where a child may still be making little or no progress an Education Health Care (EHC) assessment may be considered. An EHC assessment may also need to be considered when a child who has SEND is starting school and it is felt that the child will need more support than the school will be able to offer.

The EHC process takes around 20 weeks and the council will decide whether the child is eligible for an EHCP at that time.

**Signed:** Nicola Brimble Head of Nursery

**Date:** 01 December 2023

**Review Date:** December 2024

**This policy links to:** Learning Through Play Policy, Parents as Partners Policy and SEND Offer