



Special Educational Needs Policy

EYFS 2.2-2.5, 2.11, 3.67, 3.68



Refer to- Child Protection Policy, Behaviour Policy, Send Code of Practice, Working Together to Safeguard Children, Keeping Children Safe in Education, Health and Safety Policy, General Data Protection Policy, EYFS Statutory Framework

At All My Friends Childcare we have regard to the Special Educational Needs Code of Practice 0-25 years as set out by the Department for Education and Department of Health. It is the policy of All My Friends Childcare that staff work in partnership with parents and other professionals to meet each individual child's needs. All My Friends Childcare has a trained nominated special needs co-ordinator (named in each setting as detailed below), who ensures that any specific learning programmes or agreed treatments are properly carried out and monitored by the child's key person.

The SENCo's in our settings are as follows:

Barnwood Nursery

Emma Millar and Poppy Long

ASC/HOLS

Bethanie McTaggart

The persons named above have received specialist training from Gloucester City Council for the role of Special Educational Needs Co-Ordinator and attend regular training to refresh their knowledge.

The Role of a SENCo

The persons named above, have responsibility for the day-to-day operation of this policy. Plus, a list of other duties, please see *SENCo Job Description*. Setting Managers are responsible for agreeing with the SENCo appropriate time for these duties to be carried out.

At All My Friends we use our best endeavors to make sure any children with additional needs gets the support they need, and we plan to enable all children of all abilities to engage in all nursery activities at a level suited to their individual needs and age and stage of development.

The SENCo and child's key person will maintain written records of the child's achievements and monitor their progress. Each child has a communication book, these contain times and dates of contacts with other professionals, parents, carers and key person. This information is kept confidentially, and only accessed by those staff and other professionals who are involved in the child's care.

Where a child is known to have a special education need or disability before enrolling with All My Friends Childcare, a meeting must be arranged to discuss the child's needs in advance of them starting. The meeting will include the setting manager, SENCo, parents and where possible any other professionals involved in the child's care. The SENCo and setting manager are responsible for co-ordinating this initial meeting and recording the minutes. Where possible we will endeavour to adapt the environment and our care provision. However, if we feel unable to provide correct and adequate care, we will refuse enrolment in the best interests of the child. Parents will be provided with the reasons for refusal and the SENCO will contact the Early Years team for advice on a suitable alternative. If the outcome of the meeting is that the setting is able to meet all of the child's needs a My Plan/My Plan+ will be drawn up (before the child starts if possible) and a review date set, within the first six weeks of attendance. In addition to this, all staff involved with the child's care will receive any available training to meet the needs of the child (before the child starts if possible) and will endeavour to understand about the

condition and how to help the child achieve his or her potential. The child will then receive settling sessions before taking up the agreed nursery sessions.

The Process of Identification, Assessment and Support in the Early Years

The graduated pathway to a child's special educational needs is described in the Special Educational Needs Code of Practice. This sets out the key principles for identifying and assessing SEND and describes the process of supporting children with SEND. There is an emphasis on a graduated pathway, highlighting the importance of early identification of a child's individual SEND.

We monitor progress of all children within our care, this will show whether a child is making less than expected progress given their age and individual circumstances. In particular all children that are in All My Friends care between the ages of 2-3yrs will receive a 'Progress Check at Age 2.' (See more information below)

Where children have been identified and continue to make less than expected progress despite evidence of support and interventions, we will consider involving other professionals, such as Speech and Language Therapists (SALT), Advisory Teaching Service (ATS), Educational Psychologists (EP), Occupational Therapists (OT). Etc. Referrals to some of these outside agencies (SALT and ATS) can be made by going online and downloading and completing the form. In the case of other agencies such as EP and OT, other professionals will need to make the referral. If you are unsure where to find the referral or who can make it, speak to the child's Health Visitor or your settings Early Years' Service for advice.

Progress Check at Age 2

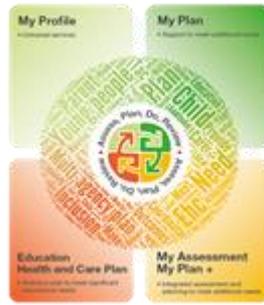
If a child is between the age of 2-3 years when in our care, they will receive a 'Progress Check at age 2' as set out in the EYFS Statutory Framework. This provides parents/carers with a short-written summary of their child's development, focussing in particular on Communication and Language, Physical Development and Personal, Social and Emotional Development. The check will identify children's strengths and any areas where progress appears to be delayed. If there are significant emerging concerns the key person will seek advice from our SENCo, and the parents will be invited to a meeting along with their key person to discuss their child's progress and ongoing care. The SENCo will set out a plan to support the child which may involve referrals to other professionals. If at the 2 year check the SENCo is concerned about the child's development they should call the child's health visitor to instigate an Integrated Review between All My Friends and the Health Visitor.

Gloucestershire's Graduated Pathway

In Gloucestershire, we are committed to working together and in partnership with all agencies providing services to children, young people and their families. The Graduated Pathway of Early Help and Targeted Support is our Early Help assessment and planning process which provides an integrated and holistic framework to support all practitioners working with children, young people and families. This applies to the whole range of needs including:

- Educational.
- Social or emotional and/or disability.
- Wider family and environmental.

The Graduated Pathway supports a whole-family approach and is based on a simple Assess, Plan, Do, Review cycle and has graduated responses which can be used as in the diagram below.



My Profile-This is a short profile that all children (aged 0-25 years) can use, or be supported to use, to provide information about them as individuals. This includes What is important to me. My hopes and goals. What people like and admire about me. What helps me. What doesn't help me.

My Plan-My Plan should use the person-centred information from "My Profile" to make the plan relevant to your child in terms of the outcomes agreed and the ways in which they could be met that would best suit your child as an individual. Regular reviews of My Plan will show what is working / not working towards the outcomes to be achieved. When outcomes are met, your child may no longer need a My Plan. If outcomes are not being met or if needs are identified in other areas of your child's life, My Plan+ may be needed.

My Assessment- is a multi-agency framework that brings different assessments and interventions into one single assessment. Someone working with your child will co-ordinate and bring this information together.

A meeting of all those involved, called a Team Around the Child (TAC) meeting, will be organised, to which you would be invited to attend.

My Plan+: After the TAC meeting a My Plan+ will then be agreed. As with the My Plan, My Plan+ will use regular reviews to show what is working/not working towards the outcomes to be achieved. When outcomes are met your child may no longer need a My Plan+.

Educational Health Care Plan (EHCP): At this stage, you and the team around your child (TAC) may be considering making a request for an EHCP. This is because your child's education outcomes are not being met, despite all the above intervention An EHCP is a statutory plan that is only needed when a child's education needs cannot be met within the additional resources already in place. In most cases, practitioners working with you will make a request on your behalf. The request is looked at by a multi-agency panel, which is a group of people from across Education, Health and Social Care. The panel will decide if your child is eligible for an EHC assessment which may lead to an EHCP and contact you to explain what will happen next. If the decision is no, you and the team around your child will be signposted to alternative sources of support. If the decision is yes, then the SEN casework team will be in contact if more information is needed. All information provided will be put into a draft EHCP and will be reviewed by all professionals. Once the final EHCP has been agreed then this will be in place alongside a My plan/My plan+. The EHCP is reviewed annually. The targets for an EHCP are long term so the My plan/My Plan+ will be smaller targets to help reach the EHCP targets.

Assess-Plan-Do-Review

Any decisions or actions made by All My Friends are revisited, refined and revised after understanding the child's needs and what support is needed to make good progress and secure outcomes.

With any of the above plans in place, All My Friends will-

- Meet privately with the parents/carers at least three times per year (TAC)
- Have regular private discussions with the parent/carer
- Discuss activities and support
- Allow enough time to listen to the parent/carer's views

- Identify the responsibilities of the parent/carer and of All My Friends
- Include the views of the child
- Keep and records of actions, outcomes and support agreed, in line with the General Data Protection Act 2018
- Give copies to the parents and other professionals who care for the child

COVID-19

In these uncertain times. Should there be a need for a child to isolate due to COVID-19 or the setting be required to close due to an outbreak All My Friends Childcare is committed to ongoing support for vulnerable children and those with additional needs. The setting manager, SENCO and the child's key person will provide activity suggestions to encompass the child's My Plan(+) targets remotely. All My Friends Childcare is also committed to making regular telephone calls and signposting parents to other professionals for support if isolation or closure is of any significant length.

For more information on Gloucestershire's Graduated Pathway, SEN Support and EHC Plans, please visit

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=328>

Or contact: The Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) provides free confidential and impartial advice and support to parents and carers of children and young people with special educational needs and disabilities.

<https://sendiassglos.org.uk/>

Family Information Service - offer free impartial advice, information and support for families with children aged 0-19 years (up to 25 years for children with additional needs).

Email: familyinfo@gloucestershire.gov.uk or Freephone: 0800 542 02 02 Visit:

<https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/family-information-service-fis/>

Support and information for those in the SENCo role

<https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/special-educational-needs-and-disabilities-send/sencospot/>

Internal use only

This policy was adopted on	21/09/21
Signed on behalf of the setting	Louise Howe
Date disseminated to staff	
Review date	21/09/22

Sources of information

The SEND Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The children's and Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/part/3/crossheading/special-educational-needs-etc/enacted?view=plain>

The Children Act 1989

<https://www.legislation.gov.uk/ukpga/1989/41/contents>

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Working Together to Safeguard Children

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The Data Protection Act 2018

<https://www.gov.uk/data-protection>

Gloucestershire Graduated Pathway

https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=3_2_9