



Special Educational Needs and Disabilities (SEND) Policy 2024

This policy has been written with reference to the following guidance and documents:

- Special educational needs and disability code of practice 0-25 years - January 2015
- Statutory Framework for the Early Years Foundation Stage 2015 Updated March 2017
- Children and Families Act 2014
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- Working Together to Safeguard Children 2015

Our commitments:

- Linskill Nursery endeavors to meet the needs of each child as an individual regardless of varying needs, difference, and diversity, ensuring our practices are inclusive.
- Linskill Nursery is ambitious for all the children who attend the provision, and endeavors to support every child in meeting their full learning potential.
- Linskill Nursery understands its responsibility to ensure positive attitudes to diversity and differences - amongst staff, families and children.
- Linskill Nursery believes that all children should be respected and be cared for in a warm and loving environment.
- Linskill Nursery will build on each child's knowledge, experience and abilities.
- Develop an effective and supportive partnership with parents/carers to aid early identification of special educational needs.

Linskill Nursery

The Linskill Centre, Linskill Terrace, North Shields, Tyne and Wear, NE30 2AY

T 0191 257 8000 E nursey@linskill.org W www.linskill-nursery.org

Company limited by guarantee: 04827255 Registered Charity: 1119143





SENDCo – Special Educational Needs and Disabilities Coordinator

In line with guidance from the Early Years Foundation Stage (EYFS) and in line with the SEND Code of Practice (2014), we have an appointed SENDCo who has specialist knowledge and experience of supporting children with SEND and their families.

The SENDCo works in conjunction with the Nursery Managers and is responsible for:

- Co-ordinating support for children with SEND (special educational needs and/or disabilities)
- To lead, motivate and ensure all practitioners understand their responsibilities to children with SEN. Advising and supporting colleagues.
- Supporting staff (or leading on) developing Individual Play Plans, Send Support Plans, and setting SMART* targets for the child when appropriate.
- Advising and supporting colleagues, sharing new information, training, legislation and local updates.
- The day-to-day operation and implementation of this SEND policy
- Maintaining the nursery's SEND register and overseeing the records of all children with special educational needs.
- Organising and implementing the use of SEND resources.
- Ensuring parents are closely involved throughout.
- Liaising with any external agencies and professionals which may be involved with the child and family.
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.

*SMART: Specific Measurable Achievable Realistic Time-bound

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Providing for Children with SEND

Linskill Nursery will:

- Be alert to the early signs of needs, responding quickly and appropriately, involving other agencies as necessary and in conjunction with parents/carers.
- Be ambitious for all children
- Adhere to the Graduated Approach which utilises the universal, targeted and statutory tiers of support. See page 4
- Identify the necessary provision and staff arrangements to meet the special needs of all children, including adapting, modifying and developing the curriculum as far as practicably possible, so that it meets the needs of all children. This may include making adaptations to the physical learning environment.
- To challenge inappropriate attitudes and practices displayed by staff, parents, carers or children
- Engage children in anti-bias activities e.g. stories which promote positive attitudes to all people regardless of their level of ability, appearance, mobility etc.
- Encourage all children to recognise their own unique qualities and the characteristics they share with other children.
- Any IPPs* or other plans will take into account the views of the child and the child's voice will be reflected.

*IPPS: Individual Play Plans

Partnerships with Parents/Carers

Partnerships with parents/carers plays a key role in enabling children with SEND to achieve their potential, and parents are valued as the child's first and foremost educator.

We fully involve our parents/carers in all aspects of their child's development and obtain permission with a consent form for us to be able to contact the relevant professionals to assist and advise us on the best support for their child/children.

Parents/carers will be encouraged to be part of review meetings for their child's development and any additional meetings that may arise. We respect the different perspectives and needs of the parents.

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The child's key worker will be available and/or the SENDCo to respond to any concerns or queries.

External Agency Involvement

The support and intervention provided by external agencies will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.

Any related staff development needs will be identified and addressed.

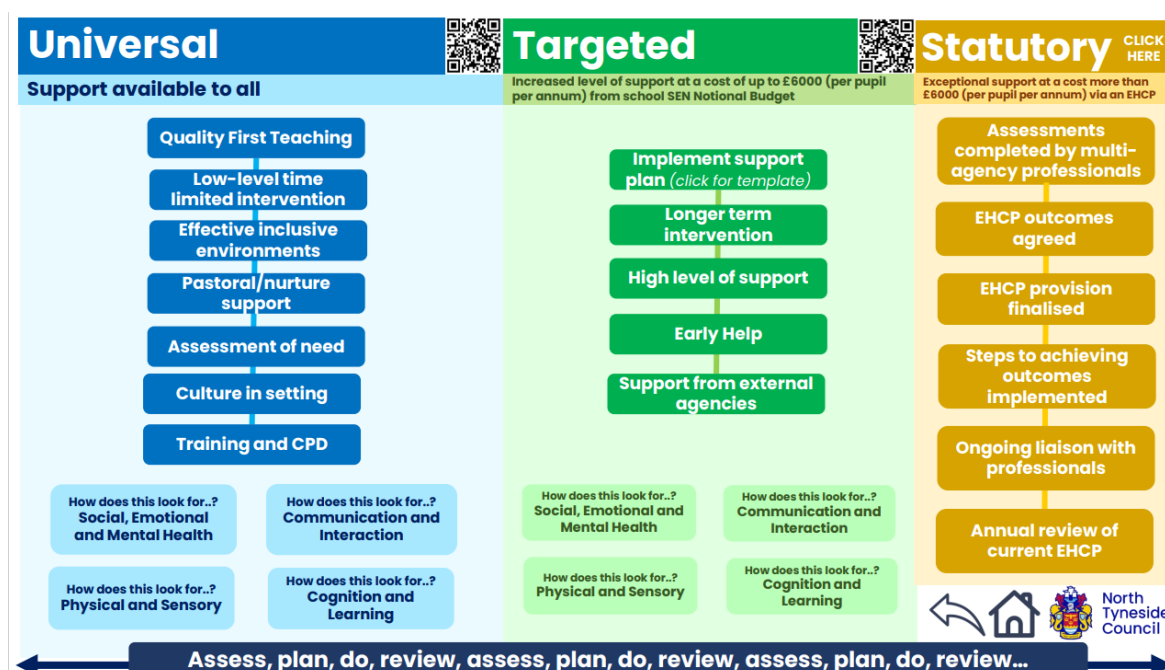
Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

The Key Worker and SENDCo will ensure the parent understands the processes and impact of any external agency involvement.

Procedures Using the Graduated Approach

Where staff feel that a child is not progressing in line with expected developmental sequence, as indicated through a collection of observations, including information gathered from in-house, low level, time limited nurturing support and input from the SENDCo, the Key Worker will speak to parents in the first instance to seek their consent/opinion and gain more information from the family to support any further actions. An Early Years Outreach worker from the local authority may be allocated to co-ordinate the support.

The Graduated Approach will continue to be adhered to with parental involvement to support a holistic approach to supporting the child to reach their potential.



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Advice and Referrals

Advice, support and guidance can be accessed through the **Early Years Duty Helpline: 0191 643 3730**

This helpline can providing information, advice, and guidance related to:

- educational services,
- support,
- and resources

Available for children who have or probably have special educational needs and/or disabilities.

Referrals can be made via the **Early Years Child Alert**, with parental consent. The Early Years 'Child Alert' aims to ensure early intervention and appropriate signposting to either a universal, targeted or statutory offer. The Early Years Child Alert informs the council of a child aged between 0-5 years (preschool) who may require additional strategies or intervention at home or in an early years preschool setting. Connecting children with the most appropriate offer that can best support their individual needs. Support, advice, guidance or training may be offered.

The Early Years 'Child Alert' referral will be considered by a panel of early years specialists to help make sure that children and families get the right support when they need it most. The outcome will be Universal/Local Offer, Targeted or Statutory Service.

For more information on this process visit [Early Years Child Alert | North Tyneside Council](#)

Transitions

When children transfer to their next setting, we will work closely with that setting and the child's parents to ensure a smooth transition for the child.

If one or both parents have significant needs, we will support them to the best of our ability whilst keeping a focus on the child's needs.

Confidentiality

All information kept on each child is confidential and Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where the Data Protection Act 1998 stipulates it is against the best interests of the child to do so.)

Reviewed date October 24

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Next review date July 25

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