

<b>Policy/Procedure title</b>	APN017 Special Education Needs and/or Disability Policy	
<b>Review cycle</b> (*Please specify)	Triennial	
<b>Responsible department</b>	Science & Public Sector Services – Applewood Nursery	
<b>Procedure *owner</b> (*Overall responsibility)	Head of Faculty – Science & Public Sector Services	
<b>Responsible *person</b> (if different to above) *responsibility for communicating changes and staff training where appropriate	Nursery Manager	
<b>Types of provision this procedure applies to:</b> (delete as appropriate)	Support Department	
<b>Revision record</b>		
<b>Rev. no.</b>	<b>Date of issue</b>	<b>Details and purpose of revision:</b>
0	March 2021	New Policy
1	March 2024	Triennial Review
2	March 2026	Triennial Review

### **Equality impact assessment**

Whenever a policy is reviewed or changed, its impact assessment also must be updated. The Equality Act 2010 seeks to simplify discrimination law and introduced statutory duties to promote equality whereby The College of West Anglia must, in the exercise of its functions, pay due regard to the need to promote equality in relation to the protected characteristics.

**Could any staff or students be adversely impacted by this policy/process? If yes give details and how this will be mitigated:**

<b>Date:</b>	<b>Action and monitoring:</b>
4.3.26	Update onto new template and review

## EDI Statement

This procedure has been reviewed in line with the Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual Orientation and Disability. We will continue to monitor this procedure to ensure that it allows equal access and does not discriminate against any individual or group of people.

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## 1 Policy Statement

Applewood provides an environment in which all children with Special Educational Needs and or Disabilities (SEND) are supported to reach their full potential. 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (SEND Code of Practice: 0-25 years, January 2015).

We ensure our provision is inclusive to all children with special educational needs SEND, disadvantaged families, Looked After Children (LAC) and Children in Need by removing barriers of access to free places and working with parents/carers to give each child support to fulfil their potential. We work closely in partnership with parents/carers and other agencies in meeting individual children's needs. We identify the specific needs of children with special educational needs at the earliest opportunity and meet those needs through a range of SEND strategies.

## 2 Our Aim

We aim to follow the requirements of the Early Years Foundation Stage (2023) and provide an inclusive environment for all children and their families. We are required to comply with the requirements of the Equalities act 2010 and the SEN Code of practice 2015.

## 3 SENCO Roles and Responsibilities

- To help, advise and support practitioners in Applewood to understand their roles and responsibilities to children with SEND.
- Liaise with professionals or agencies beyond Applewood.
- Ensure parents are involved, working closely and listen and action parents/carers views.
- To develop Applewood's approach to identifying and meeting children with SEND.
- Collect and record children's information; to keep it updated, relevant, monitor and review the progress and development of all children.
- To ensure Individual Support Plan's (ISP) are in place for children.
- To apply for all relevant funding for children with SEND.
- To work with the Local Authority via 'SEND Local Offer' to ensure information is available locally to parents/carers to ensure they can make choices about the right childcare provision for their child with SEND.

## 4 Applewood Nursery's Local Offer

Applewood Nursery is welcoming and nurturing, it is a place where children settle in quickly and easily because consideration is given to the individual needs and circumstances to each child and their family. We endeavour to make each child feel safe, stimulated and happy during their time with us. We aim to provide an environment in which children are supported to reach their full potential, and we work closely with parents and other professionals to ensure each child's needs are met.

## 5 Procedures

Applewood ensures that the provision for children with special educational needs is the responsibility of all members of the setting. We ensure that our inclusive admissions practice ensures equality of access and opportunity. We ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their children's education. We provide parents/carers with information on sources of independent advice and support.

We liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including in connection with transfer arrangements to other settings and schools.

We provide a broad, balanced and differentiated curriculum for all children with special educational needs and/or disabilities. We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs and/or disabilities. We ensure that children with SEND are appropriately involved in the graduated approach, considering their levels of ability. We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.

Special educational provision should be matched to the child's identified SEND. Children's developments are generally thought of in the following four broad areas of need and support:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs (SEND Code of Practice: 0-25 years, January 2015)

Children with identified SEND before starting Applewood will be admitted after a consultation between parents/carers, key person and manager. Staff will co-operate with Norfolk County Council in meeting its duties to children with SEND. Discussion will take place on how Applewood can support the child and their family and how the resources can be made available to the child such as equipment and training. The amount of additional support will be dependent on funding available through Norfolk County Council.

Our building has wheelchair access through the main entrance, and all rooms are wheelchair accessible. All resources and equipment are appropriate for the children's development and age.

The manager/room lead will ensure all members of staff within the child's room are aware of the child's SEND before the child starts at Applewood. The child will be assigned a keyworker who will spend time with their child during their time at Applewood.

The room lead will ensure that the child's key person will complete an ISP which has 1 to 4 targets (dependent on the child) which are specific and realistic to help the child develop according to the EYFS.

The keyworker will have allocated time to spend with the child focusing on the ISP targets. This time will vary according to the child's needs. All children's ISP's will be reviewed half termly and the targets monitored. Together the room lead/keyworker and parents/carers will make new targets according to the individual child using the graduated approach of assess, plan, do, review. If a child meets all targets on their ISP and is progressing according to their age and the room lead/keyworker and parents/carers are no longer concerned the child will then no longer have an ISP. If the room lead/keyworker has concerns again the same process will happen.

Applewood will involve other agencies or childcare professionals if the child shows little or no improvement from additional support. A meeting will be arranged with the parents/carers to discuss this and involve external agencies for further advice.

If needed, and with help from external agencies, an Educational Health Care Plan (EHCP) will be applied for, if all professionals and parents involved feels that a child has exceptional, severe or complex needs that are likely to be long-term or once all other resources and funding has been explored.

We have access to an 'SEN Inclusion fund' provided by the local authority, which is available to 3- and 4-year-olds with SEND accessing their free entitlement. Applewood will apply for this funding according to children's individual needs.

Through 3- and 4-year-old funding we identify children who qualify for the Early Years Pupil Premium and the Disability Access Fund and promote these to parents/carers, if families meet certain criteria. Children are eligible for the Disability Access Fund if they are:

- 3- and 4-year-olds in receipt of their free education entitlement in an Ofsted registered early years provision.
- Child in receipt of Disability Living Allowance (DLA)

If a child shows signs of aggressive behaviour which may cause harm or disruption to learning or themselves, other children or staff then we will have a meeting with the parents/carers, keyworker, room lead, manager, any other agencies and if needed, the Head of Faculty (HoF). We will discuss the child's behaviour and try to understand the reasons why the child is using this behaviour. If the child's behaviour continues for the safety of the child and others the child's hours may be reduced. Advice will be used from the Early Years team at Norfolk County Council.

When a child with SEND leaves Applewood to go to a different setting or school a transition meeting will be arranged the term before they leave. Applewood will invite the nursery/school, keyworker, parents/carers and any other agencies involved with the child. The SENDCO will explain how we support the child to ensure their needs are met. The nursery/school will have the chance to meet with the child so they can see the child in the nursery environment. If parents/carers agree, then all paperwork will be photocopied and will follow the child to the nursery/school.

If a child experiences trauma or bereavement, our staff will work closely with the child and family and seek any specialist support or advice should it be needed.

## 6 Training

Applewood benefit from having The College of West Anglia's SENDCO if needed. All the training we have received will be used appropriately to each individual child. Staff training is kept updated and reviewed regularly.

Any additional training required to specially support a child's particular need we will endeavour to complete with a professional. For children who cannot start until staff have completed specific training, we will hold the child's space open until the training has been completed.

## 7 Relevant Documents

SEND Code of Practice: 0-25 years, January 2015  
Statutory Framework for Early Years and Education (revised December 2023)  
ISP for  
Tapestry Assessments  
Two-year progress check  
SEND information file.

## 8 Contacts

Norfolk SENDIASS  
Norfolk Portage Service  
ECFS

## 9 Useful Websites

[www.winstonswish.org.uk](http://www.winstonswish.org.uk)  
[www.childhoodbereavementnetwork.org.uk](http://www.childhoodbereavementnetwork.org.uk)  
[www.childbereavement.org.uk](http://www.childbereavement.org.uk)