



Early Education & Childcare

Special Educational Needs and Disability (SEND) Policy

Aims:

- To inform staff and parents of the 'SEND Offer' as required by the SEND Code of Practice (2014).
- To outline the processes involved when it is recognised that additional support may be necessary for an individual child.
- To ensure effective systems are in place for supporting all children to fulfil their potential.

How Accessible are the Settings?

'An Enabling Environment'

Southville and Chessel Centre.

In 2010 the Southville Centre nursery environment was redeveloped following a successful funding bid to the local authority, in 2012 additional funding was provided to develop a new nursery group in the Raleigh Room. In 2016 funding was secured to build the Chessel Centre. When designing all the new spaces the needs, and potential needs, of children accessing the nursery were considered. Special consideration was, and continues to be, given to factors including lighting, acoustics, access, outdoor space, colour, spacing, labels and visual timetables/communication tools.

Both the Southville and Chessel Centres are accessible to all, including those who use wheelchairs.

The Southville Centre

The main building at the Southville Centre has an accessible lift and the Leighton Room has ramp access. The Raleigh Room has a removable ramp or level access via the side doors. We also have accessible toilets and changing facilities in the main building at the Southville centre, child sized toilets in all rooms and changing tables in Leighton Room.

The Chessel Centre

The Chessel Centre has an accessible lift to the first floor and accessible toilets on both floors with changing facilities on the first floor. There is level access to the nursery spaces and both rooms have child sized toilets and changing tables.

Both the Southville and Chessel Centres have a comprehensive selection of resources and the educational environments are designed to be flexible to allow them to be tailored to meet the needs of the children who are using them. In identifying resources consideration has been given to portraying positive images of all groups and ensuring items are relevant, and accessible, to all children.

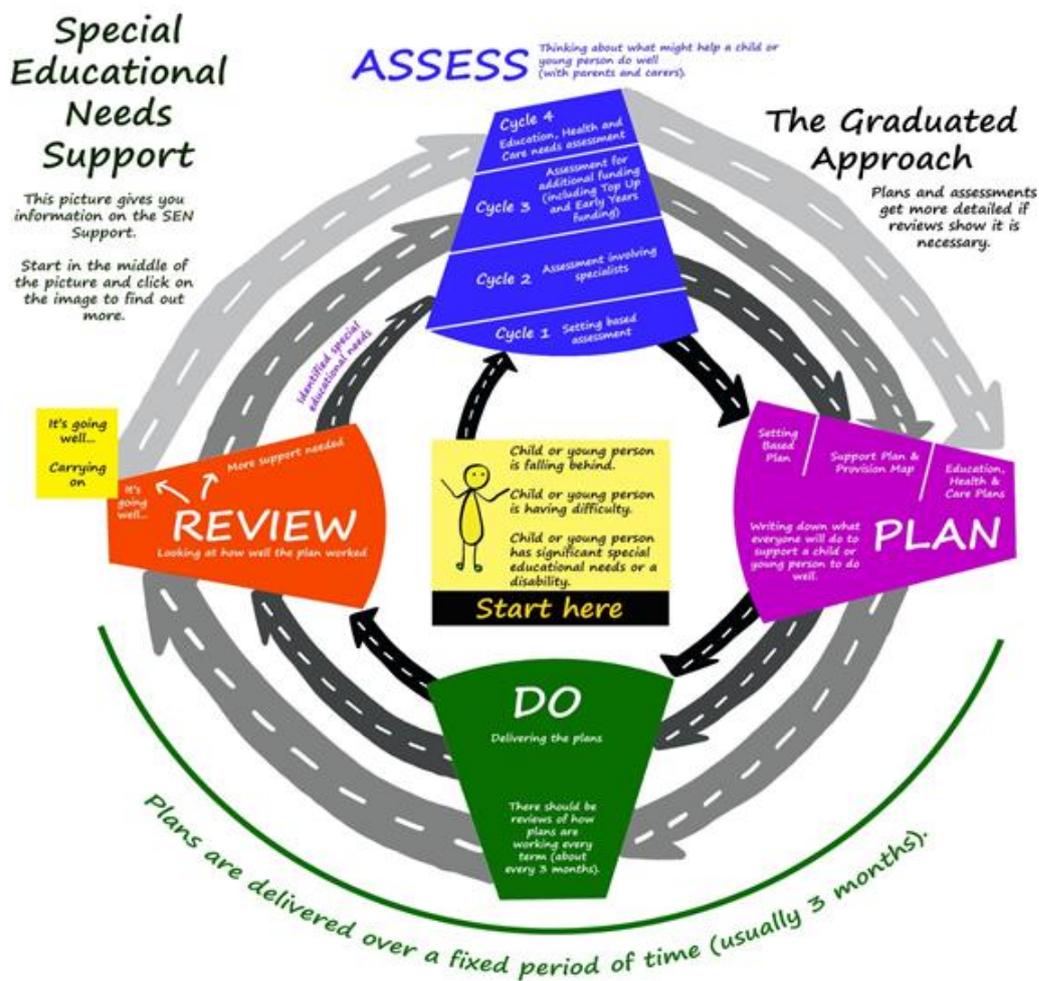
We are committed to working closely with a range of partners to respond to any specific needs, for example we are happy to try to source translated versions of key documentation for parents and work with others to source specialist advice or resources where necessary.

How do you identify if a child needs extra help with their learning?

For children in the Early Years Foundation Stage (aged 0-5 years) we record individual progress using Tapestry online learning diaries, which parents can access and contribute to at any time. This process includes regular observations by practitioners and continual monitoring.

For children aged 5+ accessing 'Out of School' provision, we work in partnership with the school as required.

The recommended process for responding to the identification of any potential additional need is detailed below:



More details about 'The Graduated Approach' can be found at this link:
<https://www.bristol.gov.uk/resources-professionals/a-graduated-approach-to-send-support-in-early-years-settings>

Who will be working with my child and what are their roles?

Special Education Needs Co-ordinator (SENCo)

Both Southville and Chessel Centres have a designated SENCo, currently Rosie Crean (Lead Practitioner) at Southville Centre and Joanna Smith (Lead Practitioner) at Chessel Centre. The responsibilities of this role include:

- Supporting key workers: monthly visits in every room from Rosie Crean (Raleigh Room, Stackpool Room and Leighton Room) or Joanna Smith (Pearl Room and Ruby Room) to ensure that the setting allows all children to maximise their potential, including initiation of processes for assessment and early intervention.
- Working in partnership with parents/carers and staff, providing them with information relevant to individual children and their needs.
- Offering advice and arranging meetings when requested by parents/carers / practitioners and with relevant external professionals if involved.
- Meeting with the Inclusion Specialist from the Bristol Early Years Inclusion Team during their monthly visit to each setting.
- Developing overall understanding of effective practice, in relation to SEN/inclusion, by disseminating information and ideas gained from up to date training, experience, guidance and research. The SEN Coordinators carry out regular meetings with each other to revise, plan and share relevant information so they can support each other and work as effectively as possible in their role as SENCo.
- Maintaining records relating to individual children and to be a channel of communication between agencies.
- Contributing to the review of the SEN and Equal Opportunities & Inclusion policies.

BS3 Community commits to ensuring the SENCo is supported in accessing relevant, on-going, and up-to-date training. Bristol City Council's Inclusion Team provides a SENCo training programme each academic year.

In addition to the SENCo, each child will also have a key worker who will be responsible for overseeing the child's learning diary, planning specific activities for them, and acting as the primary point of contact for the family. They are also supported by a 'Lead Practitioner' who is responsible for the operation of the group/room.

Where appropriate other professionals such as an 'Early Years Portage and Inclusion Specialist', Speech and Language Therapist or Educational Psychologist may also be involved in supporting an individual child.

What is the approach to supporting different children's needs and how will that help my child?

We are committed to providing individualised and differentiated learning experiences for all children. This process will be led by your child's key worker, who will plan activities

based on information about your child, including their own observations and information you provide. The key worker is responsible for ensuring that planned experiences for your child are enjoyable for them, and to help them to progress with their learning.

If your child's key worker feels that they may benefit from additional support, then they will discuss this with the SENCo and with you. They are also likely to carry out some more detailed observations, to consider carefully how to differentiate activities and may work with you to develop an Individual Education Plan (IEP). An IEP is a simple plan, which sets agreed targets for supporting and monitoring a child's progress.

How will I be able to raise any concerns I may have regarding my child's development?

Partnerships with Parents/Carers

Parents have the opportunity for regular dialogue with their child's key worker and are encouraged to access and contribute to their child's learning diaries. Opportunities for extended involvement in this include meetings during the settling in period, parents' evenings, a 2-year-old progress check meeting and IEP meetings (where appropriate). Parents can also request a meeting with their child's key worker, SENCo or Lead Practitioner at any point to discuss their child's progress.

If it is agreed that a child may require additional support, the key worker and SENCo will speak to parents about appropriate next steps. This may include developing an individual education plan and getting advice from the Bristol Early Years Inclusion Team, which may lead to referring a child to a professional service such as Speech Therapists as necessary. Parents will always be involved in this process and sometimes we may also work to signpost/refer families to relevant services in the local area, particularly via Compass Point Children's Centre.

Every parent can ask for advice or request a meeting with the SENCo if they would like to discuss any subjects or concerns. Please email family.services@bs3community.org.uk who will ask Rosie Crean (Southville Centre SENCo) or Joanna Smith (Chessel Centre SENCo) to get in touch.

How is the decision made about what type and how much support my child will need?

The SENCo will work with you and your child's keyworker to identify the type and level of support which may be required. This support will normally be detailed as part of the Individual Education Plan (IEP).

If it is decided that other professionals need to be involved in this process, or if there are already other professionals working with your child, then the whole team who are working with your child would be involved in the development of a support plan (Non Statutory Education, Health and Care Plan).

If required, we can apply for funding from the 'Early Years Special Educational Needs Panel' who allocates funding using the 'Bristol Universal Descriptors'. This funding may be used to provide 1:1 support, or to purchase specialist resources.

What training have the staff supporting children with SEND had?

We have a strong commitment to 'Continuing Professional Development (CPD) Policy', which has been recognised as a key strength of our provision. Practitioners at the Southville and Chessel Centre Nurseries are well qualified, with many key workers holding a Level 3 qualification and 30% holding a graduate level and/or teaching qualification.

There is an on-going training programme, with practitioners/playworkers accessing relevant courses as required. Our team includes practitioners with specific training in areas such as Makaton, Behaviour Management and Speech and Language. Our approach to CPD also focuses on identifying and organising specific training as required, therefore if we identify a particular training need (for example to meet the needs of a child who is joining the setting) then we will work to address this quickly. All practitioners are supported by an experienced mentor.

How will my child be prepared for transitions?

BS3 Community has strong links with local primary schools and other providers and actively works to engage relevant professionals in the process of supporting all children during transition. For example, all reception teachers are invited to visit children during their final term in nursery, and children are shown pictures of their new classroom and key people at school. Where it is deemed necessary more regular visits and discussions with schools or new settings can be arranged. There is also a process for sharing documentation about children's progress, and a 'transfer record' is provided when children start school.

Transitions between services within the Southville and Chessel Centres, for example between nursery groups or from nursery to after school club, are supported with similar preparation visits and discussions. In addition, several practitioners at the centre work across more than one service, providing a consistent and familiar face when children are settling into new groups. Key workers can also accompany children during visits to new groups in the centre.

Early Years Practitioners/Playworkers work with a small consistent key group of children daily. Key worker group times occur every session to provide relevant activities based on children's needs and interests. All practitioners are supported to understand the role of differentiation in adapting group times, to ensure all children can participate and benefit from these experiences. Where key workers are conscious that additional support may be beneficial for a child, they will discuss any concerns with the SENCo.

Working in Partnership

Children

There is a commitment to ensuring children can make choices and express their feelings and multiple strategies are employed to facilitate this. These include use of appropriate language and terminology, Makaton, visual timetables, visual prompts, puppets, photographs, and books made with and about the children who attend.

'Children's voice' is included in learning diaries, transition documentation, IEPs and home books.

Other Agencies/Professionals

The SENCo works on a continual basis with the Bristol Early Years Inclusion Team, Compass Point Children's Centre, and a range of professionals as appropriate (e.g. Speech and Language Therapists, Portage Workers, Physiotherapists). At transition periods, dialogue with other settings is supported by documentary evidence, including records of children's interests and achievements and the 'all about me' document which includes children's own views. Where appropriate IEPs are also transferred with accompanying dialogue.

From January 2019 the Early Years Portage and Inclusion Team are providing regular scheduled visits; 6 each academic year, this has simplified access to support by removing the requirement for individual referrals. They also continue to provide a telephone helpline service and continue to provide training to early years practitioners and support through the area SENCo cluster meetings.

At the visits the SENCOs have the opportunity to discuss:

- the environment.
- any training needs of staff.
- the requirements of the SEND Code of Practice (including following a Graduated Approach); and how we are meeting these.
- any individual children that we have concerns about.

All visits are recorded and any areas for development are identified in partnership and then reviewed at subsequent visits.

Key Terms

Individual Education Plan (IEP)

IEP - a personalised action plan which identifies targets to enable children to meet their full potential. At the Southville Centre IEPs are utilised where it is identified that a child may benefit from extended personalised planning.

IEP targets usually include 2 or 3 'SMART' targets, in the hope that the child will experience success:

Specific Measurable Achievable Realistic Timed

Efforts are made to review targets every 6-8 weeks, by parents, key worker and other relevant professionals.

Education, Health & Care Plan (EHCP)

EHCPs are statutory plans which replace the Statement of Special Educational Needs and Learning Difficulties Assessments.

The Plans will help coordinate the support available to families across their child's education, health, and social care, **from birth to 25 years old.**

Support Plan/ Non-Statutory EHCP

A non-statutory EHCP is an initial support plan developed by all professionals working with a child. This support process replaces the previous Early Years Action Plus definition.

Review and Monitoring

The following review and monitoring methods apply to the SEN policy:

- Observation and tracking of IEP progress
- Annual review of SEN policy
- Auditing of staff training relating to inclusion
- Self-evaluation using the Bristol Standard and OFSTED SEF frameworks
- BCC Inclusion self-evaluation
- Internal setting research
- Records of differentiation
- Monitoring parent feedback

Special Educational Needs Coordinators:

Southville Centre – Rosie Crean (Lead Practitioner in Raleigh Room)

Chessel Centre – Joanna Smith (Lead Practitioner in Pearl Room)

Trustee responsible for SEND – Jess Woodsford

*Useful contacts: Margaret Pavey – Early Years Inclusion Team
Sharron Reynolds – Inclusive Play
Sarah Holway – BAND Development and Support Worker*

Bristol's SEND Local Offer information for parents/carers:

<https://www.bristol.gov.uk/web/bristol-local-offer/0-5>

Reviewed September 2020

Related documentation:

- 13. *Equal Opportunities and Inclusion Policy*
- 16. *CPD Policy*
- 3. *Administration of Medication Policy*
- *SEND audit*
- *SEN Code of Practice 2014*