



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 (2015) in accordance with Ordinary Available Provision (2021)
- To outline the processes involved when it is recognised that additional support may be necessary for an individual child.
- To explain how SEND and Behaviour team are working at the BS3, how they are supporting children, and ensure that effective systems, procedures and guidelines are in place to help children to achieve their best outcomes.

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 to indoor and outdoor space, colours, 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.

There is an easy access to all nursery rooms: Leighton Room has ramp access; the Raleigh Room has a removable ramp and level access via the side doors.

Beauley and Stackpool Rooms are on the ground floor.

Leighton and Raleigh rooms have Sensory rooms to offer children safe space for their self-regulation and meeting their sensory needs. Children from Stackpool and Bealey rooms can use the sensory space as needed.

At the centre we have accessible toilets and changing facilities in the main building. In the nursery rooms Bealey, Leighton, Stackpool and Raleigh room are child size toilets and /or changing units.

All rooms have accessible access to and from the garden.

The Chessel Centre

The Chessel Centre has an accessible lift to the first floor where offices, and meeting rooms are. There is a wide corridor, and two large toilets.

Nursery rooms Pearl and Ruby are situated on ground floor, with easy access to the rooms and outside space. Both rooms have accessible child sized toilets and changing units.

Both rooms have a sensory space, to meet children's sensory needs, and gives them safe space for self-regulation.

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.

In every preschool room a Workstation is available for children to ensure their undistruptive one to one learning sessions.

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 Family online learning diaries, which parents can access and contribute to at any time. This process includes regular observations by practitioners and continual monitoring.

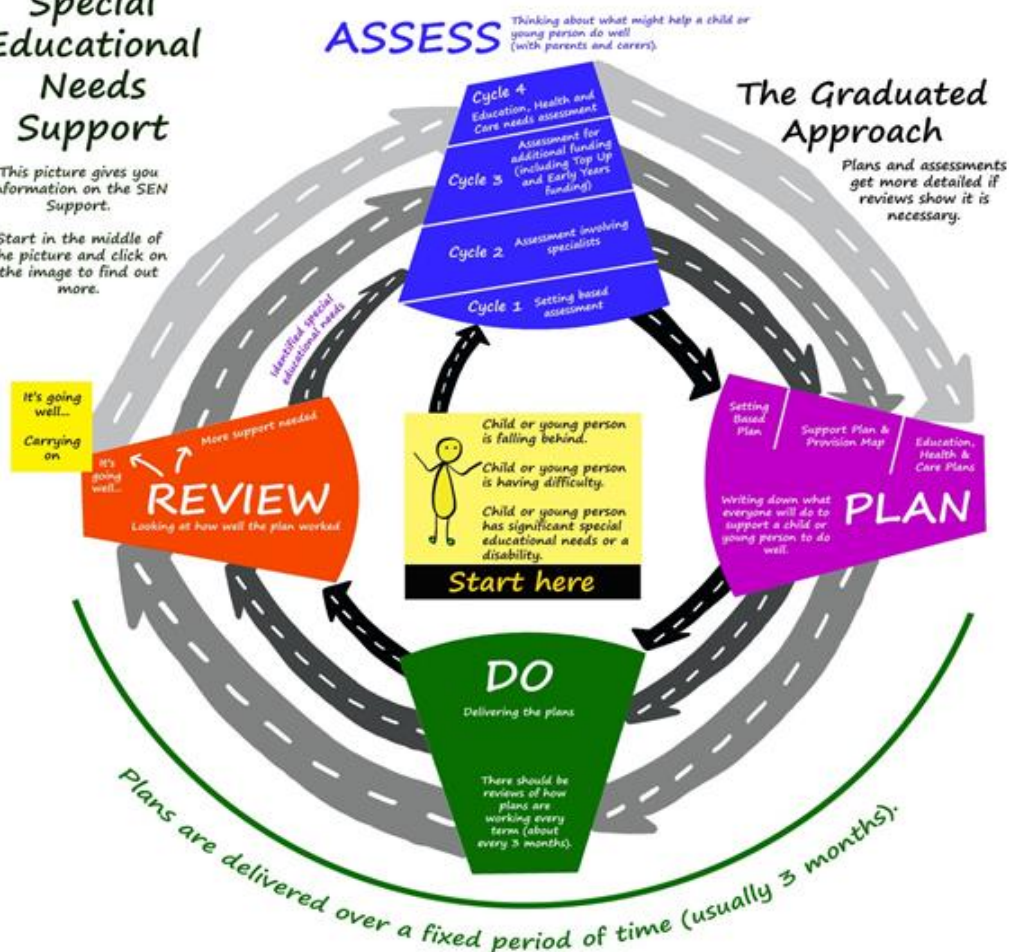
All children's developmental process is assessed by regulations in EYFS supported by non statutory Birth to 5 Matters. For children with additional needs a DEYO document is being used to monitor even smallest progress of the child.

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

Special Educational Needs Support

This picture gives you information on the SEN Support.

Start in the middle of the picture and click on the image to find out more.



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)

At BS3 Community Development we have a qualified LEAD SENDCO – Joanna Smith leading SEND and Behaviour Team with SENDCOs at Southville (Beth Benford) and Chessel Centres (Jorja Hardwick).

The responsibilities of this role include:

- Supporting key persons: weekly visits in every 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 visit to each setting.
- Developing overall understanding of effective practice, in relation to SEND / inclusion, by disseminating information and ideas gained from up to date training, experience, guidance and research. The SEND Coordinators carry out regular meetings with each other to revise, plan and share relevant information so they can support and meet children's needs and work as effectively as possible in their role as SENDCo.
- Maintaining records relating to individual children and to be a channel of communication between agencies.
- Contributing to the review of the SEND and Equal Opportunities & Inclusion policies.

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

Each child has a key person 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. If the child will have additional funding for individual interventions, the room will have an SEND Early Years Assistant to enhance the ratio.

Children are also supported by a Lead Practitioner of the room who is responsible for the operation of the whole group/room.

SENDCo will be involved to support both child and key person in completing all SEND documentation, purchasing resources, delivering training to the staff and overseeing if the Individual Provision Plan for the child is followed and it brings the planned outcomes.

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 person, who will plan activities based on information about your child, including their own observations and information you provide. The key person 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 person feels that they may benefit from additional support, then they will discuss this with the SENDCo 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 a Support Plan, Individual Provision Plan, Individual Risk Assessment, One page profile and any relevant referrals.

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 person 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 SEND meetings (where appropriate). Parents can also request a meeting with their child's key person, 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 person and SENDCo will speak to parents about appropriate next steps. This will start with assessing your child against DEYO and /or BRISC (language assessment) if relevant. Then together a specific support plan would be created to support the child.

This may include 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 bs3.sendteam@bs3community.org.uk and SENDCo will contact you.

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

The SENDCo will work with you and your child's key person to identify the type and level of support which may be required. This support will normally be detailed as part of the Support Plan.

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 with additional documentation.

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 will be used to provide enhance ratio and one to one support for individual interventions for the child.

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 most staff holding a Level 3 qualification and 30% holding a graduate level and/or teaching qualification.

There is an on-going training programme, with practitioners and assistants 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 line manager.

As BS3 Community Development we are offering in house training delivered by staff members based on their expertise in the subject eg. SEND support and understanding / Understanding autism by Autism Champion staff member.

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 Centre or between nursery groups 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 people can also accompany children during visits to new groups in the centre or school.

Early Years Practitioners and Assistants work with a small consistent key group of children daily. Key person 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 people are conscious that additional support may be beneficial for a child, they will discuss any next steps with the SENDCo.

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, Support plan and home books.

Other Agencies/Professionals

The SENDCo works on a continual basis with the Bristol Early Years Portage and Inclusion Team, Bristol Autism Team, Compass Point Children's Centre, and a range of professionals as appropriate (e.g. Speech and Language Therapists, Portage Workers, Physiotherapists, Health Visitors). 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 Support Plans 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 SENDCOs have the opportunity to discuss:

- Child's needs, potential referrals to other professionals.
- any training needs of staff to support children with SEND.
- 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 and next steps of support.
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All visits are recorded and any areas for development are identified in partnership and then reviewed at subsequent visits.

Key Terms

Support Plan

This document gives a bigger picture of the child, their background and it helps to complete personalised action plan which identifies targets to enable children to meet their full potential. Support Plan document is always a main document when request of SEND funding have a place. Apart Support Plan, an Individual Provision Plan (IPP) and Individual Risk Assessment (IRA) will be completed.

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**.

Review and Monitoring

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

- Observation and tracking based on DEYO.
- Annual review of SEND 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

SEND (Special Education Needs and Disability) and Behaviour Team

Joanna Smith

Deputy Manager Early Education & Childcare

The Chessel Centre and The Southville Centre LEAD SENDCO

The Southville Centre – Beth Benford SEND Lead Early Years Practitioner

The Chessel Centre – Jorja Hardwick SEND Lead Early Years Practitioner

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

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

Reviewed January 2024

Related documentation:

- *SEN Code of Practice 2015*
- *Ordinarily Available Provision (OAP) 2021*
- *Positive handling Policy*
- *Parent Partnership Policy*
- *Administration of Medication Policy*
- *SEND Audit*
- *Promoting Positive Behaviour Policy*
- *Equal Opportunities and Inclusion Policy*
- *CPD Policy*