



Special Educational Needs and Disabilities (SEND) Policy

Crazy 4 Kids is aware that some children have special educational needs and/or physical disabilities that require particular support and assistance. We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development.

Crazy 4 Kids is committed to the integration of all children in its' care. Crazy 4 Kids also believes that children with special educational needs and/or physical disabilities have a right to play, learn and be able to develop to their full potential alongside other children. Whenever possible, children with special educational needs and/or physical disabilities will have access to the same facilities, activities and play opportunities as their peers. Everybody stands to gain if all children are allowed to share the same opportunities and are helped to overcome any disadvantages that they may face.

The policies, procedures and practices of the Setting in relation to children with special educational needs and/or physical disabilities are consistent with current legislation and guidance. These include the Special Educational Needs and Disability Code of Practice (SEND CoP 2014), The Children and Families Act 2014, Statutory Framework for the EYFS 2017, Working Together to Safeguard Children 2018 and the Equality Act 2010.

Crazy 4 kids believe that by identifying individual needs and taking proactive steps alongside parents/carers and other statutory professionals or agencies, all children should be able to play a full, active and equal part in the setting's activities.

Admissions

Children with SEND will be offered a place at Crazy 4 Kids in accordance with our Admissions Policy. Crazy 4 Kids will work with parents/carers to ensure we are fully able to meet the needs of the child within the limits of our setting. Crazy 4 Kids will endeavour to make necessary adaptations to be fully inclusive to each individual; however, some constraints (for example the layout of the building) may not make this possible. We offer flexibility within our settling in procedure to ensure the needs of the child are met and they are fully settled before starting with us. Also, to ensure we have accessed any appropriate training to successfully include the child, for example administration of any medication or signing. A 'one page profile' will also be completed by the parent/carer to ensure all staff has an understanding of any child with SEND.

Special Educational Needs and Disability Co-ordinator (SENCO)

All members of staff will be expected to assist the Special Educational Needs and Physical Disability Co-ordinator (SENCO) in caring for children with special educational needs and/or physical disabilities. The Co-ordinator's responsibilities will include

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- Working alongside the Manager to ensure that all staff are aware of any legislation, regulations and other guidance on working with children with special educational needs and/or physical disabilities
- Working with the Manager to ensure that all staff who work with children with special educational needs and/or physical disabilities have appropriate skills, training and support
- Co-ordinate regular monitoring and reviews of children's progress; involving parents/carers, other members of staff, relevant representatives from statutory agencies and, if appropriate, the child themselves
- Assessing each child's specific needs and adapting the Setting's facilities, procedures, practices and activities as appropriate
- Ensuring that systems are in place to adequately plan, implement, monitor, review and evaluate the Special Needs policy
- Ensuring that children with special educational needs and/or physical disability are fully considered when activities are being planned and prepared
- Liaising with parents/carers about the needs of their children and the plans and actions of the Setting, as well as being the point of contact for parents/carers
- Liaising with other agencies and seeking advice, support and training for themselves and other staff as is necessary
- Supporting other members of staff to become more skilled and experienced in the care of children with special educational needs and/or physical disabilities
- Ensuring that all children are treated with equal concern and respect and are encouraged to take part in all activities
- Ensuring that accurate observations and assessments of children's progress are regularly made and properly recorded

Role of the Key worker

- To regularly monitor and assess a child's development in line with the Early Years Foundation Stage Curriculum
- To communicate regularly with parents about a child's development and progress, or where there are any concerns
- Set 'Next Steps' together with parents and Special Educational Needs Coordinator (SENCO)
- To communicate effectively with the SENCO, parents and any outside agencies who may be involved with the child
- To attend any additional training that the SENCO considers appropriate in order to work effectively with her key group

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How we identify and support pupils with SEND

All children's attainment and achievements are monitored by their key worker who is required to provide quality teaching and learning opportunities differentiated for each individual child. Where a child is making inadequate progress, or falls behind their peers, additional support will be provided under the guidance of the Manager and SENCO. Key workers will 'Track' their child's progress using the 'Progress Tracker' this will then highlight any concerns. In addition to this, key workers will also carry out 'Progress checks at age two years' to identify any concerns early.

Crazy 4 Kids operates a graduated approach to supporting children with SEND. Where there are concerns the following procedures will be followed:

- An Initial Assessment will be carried out by the key worker, referring to the SEND Descriptors, Portage checklist, Speech and Language Referral Toolkit and The Early Years Development Journal providing evidence and observations.
- A care plan is set if the child has medical needs along with any additional plans such as Personal Emergency Evacuation Plan (PEEP)
- A meeting is held with the parents/carers of the child to share all of the information and ensure that the views/voice of the child is present during the meeting
- Risk assessments to be carried out if needed - Sensory, Environment or Behavioural risks.
- Action Plan to be completed
- Targets from the Action plan to be shared with the parents/carers of the child and all of the staff with contact with the child.
- The Identified arrangements will be implemented and the Action plan to be reviewed and evaluated by the key worker, parents and SENCO at regular intervals to ensure that the child's needs continue to be met (Assess-Plan-Do-Review)

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach – Assess, Plan, Do, Review.

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If children at the early action stage make little or no progress then our SENCO will advise that additional professionals are involved, for example, speech therapists or paediatricians. For a child at this stage we would seek advice from outside professionals and use their recommendations within our provision. The SENCO will ensure effective communication and information sharing between the nursery and other agencies. We will ensure that parents are informed of who we are sharing information with and for what reason.

“Where despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting will consider requesting an Education, Health and Care needs assessment” (SEND CoP 2014 pg88)

Local Offer

Crazy 4 Kids are also featured on 'The Local Offer'. The Local Offer publishes services available for children and young people (aged 0-25) with special educational needs and disabilities. Every local authority is required by law to publish this information following the Children and Families Bill which came into force in September 2014

JULIE NORRIS

REGISTERED PROVIDER

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