**SEND Policy**

At Brooklands Nursery, we welcome all children and believe that every child should be given the same start in life. We aim for every child, regardless of their educational and/or physical abilities, to achieve as much as possible in their time with us and will support all children to reach their full potential. In order to achieve this, we aim to identify any additional learning and development requirements that a child might have, as early as possible. We will liaise with any relevant organisations and bodies to ensure that each child receives any support needed, as quickly and efficiently as possible, to allow them to achieve their goals.

We are committed to ensuring that any information shared with us, or recorded by us, in relation to a child remains confidential at all times. Where we need to share information with other professionals regarding a child’s learning and development, parents/carers will always be consulted and their decision respected, gaining written permission before sharing. Any information shared will be done in a sensitive manner and on a need-to-know basis, and any information from these discussions will be fed back to parents/carers. This statement links to the setting’s Confidentiality & Storage of Information Policy.

We aim to work collaboratively with all parents/carers to ensure each child’s needs and well-being are fully met during their time at our nursery. Where appropriate, we will also take the child’s view and opinions into consideration. Parents/carers are asked to share any information regarding their child’s learning and development, including any relevant information regarding SEND, when the child registers at nursery and throughout their time with us. This will allow us to support the child when they attend our setting and continue with any previous targets they may have previously had set up, allowing us to make provision for any additional needs or resources where necessary.

Our setting’s Special Educational Needs and Disability Co-ordinator (SENDCo) is Bethany Allen.

Her role as a SENDCo involves:

* Ensuring all staff understand their responsibilities to children with SEND and the setting’s approach to early identification and support of any SEND.
* Advise and support staff where necessary when meeting these SEND targets.
* Ensure that parents/carers are fully involved and aware of processes and support systems in place for their child and the reasons behind this.
* Liaising with other professionals or agencies required to provide on-going support to a child at the setting.

Bethany has been trained in implementing the SEND Code of Practice and will work in partnership with staff, parents/carers and other agencies to ensure that a graduated approach is given.

**Implementing the 0-25 SEND Code of Practice**

The 0-25 SEND Code of Practice sets out clear expectations, that we as an early year setting, are to give to young children with SEND, to ensure that they receive the best start in life. All staff at the setting will play a crucial role in each and every child’s learning and development, but we aim to ensure that children with SEND are given the further support that they, and their families, require in order to ensure they thrive.

The Early Years Foundation Stage requires all staff at the setting to be alert to possible signs of emerging difficulties and respond to these early. Every child is observed through their play and any next steps or further development points are raised and met through future planned activities. Particular consideration will be placed on the child’s communication and language, physical development and personal, social and emotional development, as these are the building blocks for all of the child’s early years learning. Staff are able to discuss any concerns they might have with the setting’s SENDCo.

**SEND Support: A Graduated Response**

The Graduated Response is an approach used by the setting to support all children. It involves four stages of action: Assess, Plan, Do and Review. For all children this starts with our observation and assessment procedures, including conducting observations, baselines and transition assessments, 2-year-old checks and tracking children’s progress. Parents/carers are asked to play a role in this process by having their input into their child’s progress reviews. The parent/carers views will always be taken into consideration.

For any child we feel is not making expected progress, the key worker will consult sensitively with the child’s parents/carers, gaining parental consent to liaise with other professionals, such as the child’s health visitor. Staff working with the child will then use this individual plan to support the child. Parents/carers will be given a copy of this and encouraged to work on any personal targets given to the child. The child will also be made aware of their targets, where age appropriate. These targets will be continually monitored and reviewed, in line with any advice given from outside agencies. If sufficient progress is not made the keyworker will then work alongside the SENDCO to arrange a 4 + 1 meeting, and invite the child’s parents/carers and their health visitor to this. Through discussion at this meeting, the child’s individual plan is updated for all involved in the child’s care to work towards in order to support the child’s learning and development.

Where a child continues to make less progress, despite evidence-based support and clear interventions, staff will work alongside the SENDCO, and liaise with other professionals who will specialise in a particular area of development. This decision to involve specialists will involve careful deliberation and discussion with the child’s parents/carers.

For children with disabilities, staff will work closely with parents/carers to produce a plan that takes the child’s disability into consideration, as well as any factors that need to be considered to allow the child to access the setting and early years curriculum alongside other children their age. We will also liaise with any other professionals working closely with the child to ensure that any targets are worked on and delivered appropriately, such as physiotherapy exercises.

Staff will keep detailed records regarding any support given to individual children, which will be stored within their personal file in the main office. Copies of Individual Plans and other targets will be kept both within the child’s personal file and child’s play room to ensure they are being used, evaluated and reviewed on a daily basis. These records are available for parents/carers to view at any time.

**Our Responsibilities**

As an Early Years Setting, we will continually review how well equipped we are to support children with SEND, and where appropriate and reasonable, make adjustments to the setting. This could be in the form of physical adaptations to the setting or the addition of special facilities, including access to the building. We will also ensure information received at any training or LA Network meetings attended by the SENDCO is shared internally, through staff meetings, so that all staff are aware of any new legislations or requirements placed on them as an early year’s practitioner. Where possible, we will send staff on further training regarding specific issues relating to SEND. Again, this training will be disseminated back to all staff in staff meetings to promote best practice throughout the nursery. In terms of time and resources, we will use any recent targets set for children with SEND, to inform our decisions regarding the purchase of new resources and equipment and the deployment of staff.

We will continue to consult with outside agencies, such as the local authority AEN advisors, to gain advice and support regarding working practices and SEN support within the nursery. In line with the setting’s Equalities Policy, we firmly believe that discrimination and prejudice stem from a lack of understanding and knowledge. We aim to ensure that all children in our care are provided with early life experiences on which to base their future attitudes, thoughts and beliefs; encouraging children to value and respect others and by challenging any discriminatory remarks, connotations or behaviours; whether these are made by a child or adult.

Where necessary, the setting’s Compliments and Complaints Policy will be followed to ensure that all users of the setting feel respected and valued and have a positive experience here.