

This policy explains how at KatieB Kids we identify those children within our setting who require additional support and how we implement and manage this support to ensure that all children achieve their unique potential and receive the support from us, and external agencies that they need and deserve.

KatieB
kids

Contents

- Introduction
- Definition of Special Educational Needs (SEN)
- Aims and Principles
- The inclusion hub
- Identification of SEN (Assess)
- Provision (Plan and Do)
- Providing SEN support
- Review
- Next Steps prior to a LIFT referral - statutory assessment checklist for KCC
- LIFT: Local inclusion forum teams
- Disability Access Funding (DAF)
- Children with English as an additional language
- Equality and inclusion team
- Manage

Introduction

We believe that high quality teaching is the foundation for children's learning and development and is the starting point for any additional or different provision for children with SEN. Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their life chances. A secure, safe, and happy childhood is important, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years' services, they want to know that provision will keep their children safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides that assurance. The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being.

1.12 Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. 16 They should link with, and help families to access, relevant services from other agencies as appropriate. -Page 25, Statutory Framework for the Early Years Foundation Stage, 2021.

We place children and parents at the centre of any SEN provision and decision making. Our special educational provision is adopted as a graduated approach with four stages of action: **assess, plan, do, review.** Children's SEN will always match the child's identified needs and we recognise that children's SEN are generally thought of in four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social emotional and mental health
4. Sensory and / or physical needs

The policy forms part of the *Katie B*
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The statutory Framework for Early Years Foundation Stage and the SEN and disability code of practice:0-25 years emphasise the importance of the responsiveness of early years settings to any cause for concern; and the settings approach to identifying and responding to special educational needs. This policy outlines how this occurs within our nursery.

Definition of Special Educational Needs

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them”.

As defined by the Code of Practice, 2015. equality act 2010 for those who have Special Educational Needs and disabled children.

Children have a learning difficulty or disability if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Definition of Special Educational Provision

For children aged two or more, special educational provision is education that is additional to or different from that made generally for other children and young people of the same age in the school (SEND Code of Practice 2015).

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Aims and Principles of this policy

Aims

- To ensure that children with SEND achieve to their full potential in all areas.
- To ensure that children with SEND become confident, independent, and prepared for school and life beyond nursery.
- To provide support and advice on SEND for educators, parents, and other relevant stakeholders.
- To promote equal opportunities for all children.

Principles

- To operate a consistent approach to the management and provision of support for SEND children throughout the nursery.
- Provision for children with SEND is a shared responsibility, strengthened with the settings inclusion hub that supports collaborative working to best meet the needs of each child.
- To enable a child centered approach where children and their family participate in the process regarding their support needs.
- To follow the principles of the Code of Practice 2015 and make decisions about support in relation to current and complete information for each child.
- To make reasonable adjustments to allow for the inclusion of all children.

Our SENCO

KTB Kids have identified a member of staff to act as the Special Educational Needs Coordinator. The named SENCO within the setting is **Louise Buckley and the Deputy is Leanne Fox.**

Our SENCo will be allocated time and training to fulfil the responsibilities of the role of SENCo as identified within the job description for SENCo.

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Our Inclusion Hub

Inclusion is an agenda item at all key person, senior and management meetings. Where a concern has been raised the setting hub come together to discuss the needs of the child within the setting. The role of the inclusion hub is to achieve the following outcomes:

- To review how the settings universal best practice is meeting the needs of the child
- To review how the settings environment including resources and deployment of resources are meeting the needs of the child
- To review how the settings routines are meeting the needs of the child
- To review how differentiation of activities within the room is working to meet the needs of the child
- To confirm next steps, potentially:
 - Further adjustments to provision within the setting
 - More support for educators within the room
 - A meeting with parents to discuss:
 - Implementation of a plan / risk assessment for the child to formally review progress
 - Referral to a specialist including LIFT, SALT.
 - Request for support from equality and inclusion

The inclusion hub will always include a meeting between:

- The child's key person - who will best understand the issues that are the most important for the child.
- A senior within the room - who will understand the practicalities within the room.
- The setting SENCo - who will bring knowledge of Kent support systems including equality and inclusion and LIFT in addition to the available screening forms and checklists that may be useful.

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The inclusion hub may include:

- The settings wellbeing support - who will act in the interests of the child and the educators to ensure all are supported emotionally.
- The setting owner
- The deputy SENCo

Identification of SEN (assessment):

How we identify children who may need early help

Our educators are supported to be alert to emerging difficulties and to respond early. Children are well supported to settle into our nursery and all children have a key educator, who is the main carer for the child within the setting. We promote strong bonds between key educators, the child and their family. Each day this educator will observe their key children's play and will ensure that the environment is set up to encourage and facilitate engaged and stimulating play to promote learning opportunities specific for each child. Observations and formal and informal assessments are shared with parents via an online system Nursery in a Box and termly reports are prepared and shared by email. Parents can securely log in to view any pictures, videos, audios, and text that may have been uploaded on their child. Development of every child is reviewed at 6 weekly key person meetings. In addition, children are tracked against age related expectations and key milestones for chronological development. Transitional reports are completed in addition to a baseline assessment within 6 weeks of joining the nursery. The baseline assessment gives an indication upon where a child is tracking when they first start and where developmentally we need to begin planning for a child. Progress is analysed for each child, and specific cohorts of children making it clear to identify individual or general concerns. We use the assessments and daily observation to identify within the setting as to whether additional support is needed. We can also use additional templates such as ICAN charts to help us identify any areas where we may think that additional support could be needed.

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We listen and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children themselves. Through our open-door policy, we build strong relationships with families and can easily use early opportunities to highlight minor concerns, which we continue to monitor, sharing any relevant information.

When a child's progress gives cause for concern, educators will consider all the information about the child's learning and development from within and beyond the provision. A delay in learning and development in the early years does not necessarily mean that a child has SEN. However, if educators or parents have concerns, there needs to be an assessment to determine whether there are factors such as an underlying learning or communication difficulty. We will invite parents to a private meeting where we can address these concerns in a more formal way. In this time, we will explain our concerns, actions we have put in place or are going to put in place, these may be Targeted Plans, Personalised Plans, Emotional Support Plans, Health Risk Assessments or Care Risk Assessments. We will also use this time to discuss any referrals that we can make and explain to parents the process that may follow with this. This time is for all parties involved to express their concerns and ask any questions.

Information from parents

Discussions with parents can give educators insights into a child's personality, feelings or interests outside the setting. There may be changes in a child's life which parents may not have mentioned, perhaps because they did not feel that they were important or because they are very personal. Any such changes may affect a child's behaviour, progress or development and need to be taken into account in planning support.

Early identification: a review

Information is gathered through the following routes:

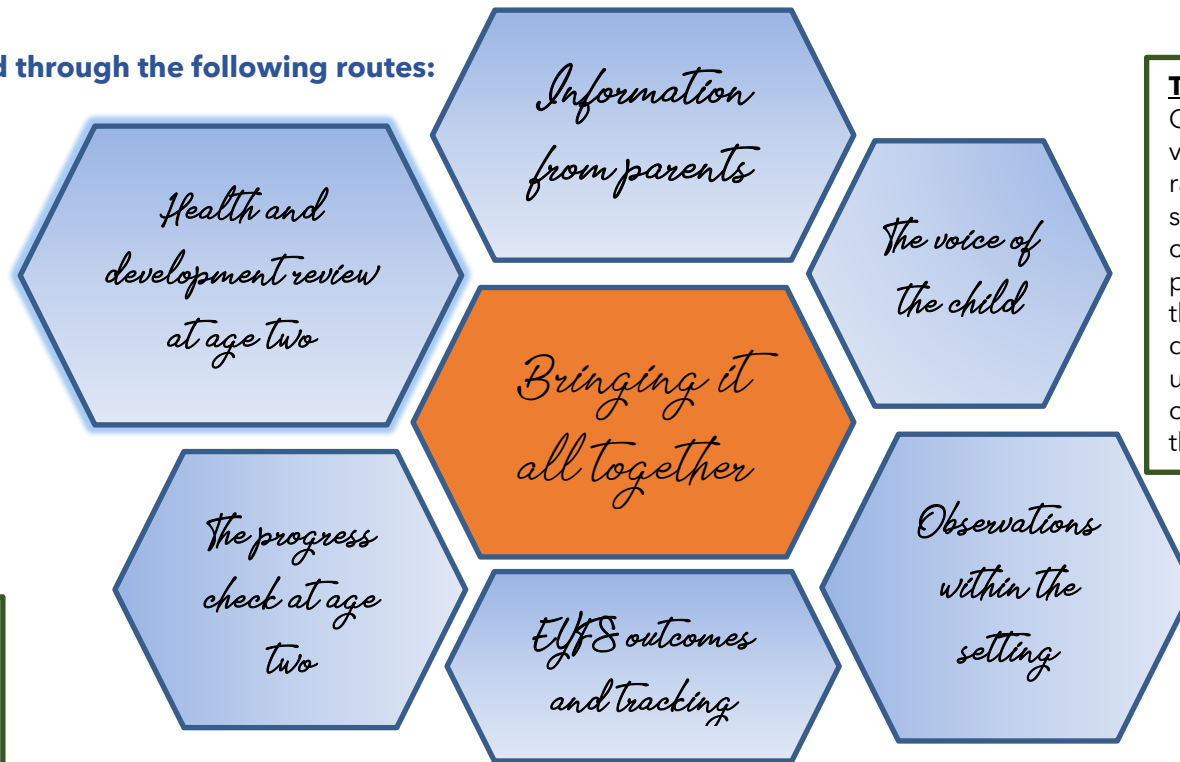
Health & development review at age two

The health and development review at age two is part of the Healthy Child Programme 2. Health visitors gather information on a child's health and development, allowing them to identify any developmental delay and any particular support from which they think the child/family might benefit.

Progress check age 2

A summary of the child's stage of development in the three prime areas. The summary must highlight areas where:

- good progress is being made;
- some additional support might be needed;
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability).



EYFS Outcomes and tracking

The EYFS expects that all early year's settings monitor the progress and development of all children. For children age 3-4 years of age educators will assess their learning and development across all seven areas of learning, although much of the focus remains on the three prime areas. A key consideration in determining whether or not a child has SEN is whether they are making expected progress.

The voice of the child

Children may express their wishes, views and feelings for themselves in a range of ways and educators can support interactions and dialogue with children by using visual prompts and photos to get them to show you what they like doing and what they find difficult. Educators can also understand children's views by observing the choices they make: what they like to do and what they avoid.

Observations within the setting

General observations are a purposeful part of everyday practice and it may be these that will initially alert educators to a delay in a particular area. Equally important are young children's attitude, disposition, and engagement with learning, which need to be observed so that they can be taken into account in planning.

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Plan & Do

Our provision to support SEN.

We take timely action to ensure that children get the right support when they need it, including preventative work, working alongside other agencies.

It is important that we are inclusive for all our children and that we adapt the Early Years Foundation Stage curriculum accordingly to meet every child's unique needs. In our setting we use 'in the moment planning', this means that we are responsive to every individual child's unique likes, dislikes and motivators. We include all children in decision making so they take some ownership over the environment and the activities within the setting. This increases engagement and facilitates learning. We also look at individual children learning styles and schemas when adapting learning to meet children needs. We will use Universal Best Practise to support all children needs, however if we feel that a child may need a more targeted approach, we will put the appropriate strategies in place, sharing these with parents in a Targeted Plan. Further to this if we feel that an even more personalised approach may be needed, we will put this in a Personalised Plan to support the child's needs incorporating parental involvement. All children with recognised additional needs will have a personalised plan and risk assessments in place to ensure that they are included in all the activities within the setting including daily trips into the community. Educators will receive all relevant training to ensure that all children, irrespective of additional needs can reach their full potential and take part in all activities.

Promoting inclusive practice for all children

With our child focussed ethos great emphasis is placed on the caring, family environment within the nursery. The physical space is designed to be as homelike as possible, in neutral colours, with the scale of the space not overwhelming the children. Cosy calm spaces are promoted throughout the setting and sensory resources are readily available. Children's choice is embedded throughout the nursery through nursery design, routines, and practices. The furniture is non-prescriptive so that it can be set up to meet the changing interests, and to fit the nursery themes and topics. Open shelving displays support children to self-select their resources. Our toys are predominantly made of natural materials and are deliberately crafted to be relatively unrefined to allow maximum scope for imaginative use as props in children's play. Skilled, creative nursery educators enhance open ended play by consistently using open ended questioning to children to encourage and develop their imaginative thinking. Makaton signing is used throughout the setting to support verbal communication. Throughout the day the children will choose between a range of adult led and child-initiated activities that are inspired by the children's interests on any day. Choices can be made in several ways including verbal, pictorial, and gesturing. Educators have a deep knowledge of the children and their individual needs ensuring that learning is planned and delivered in ways that enable children to be challenged. The nursery has clear rules so that the children understand the behaviour that is expected of them. This alleviates any confusion and encourages good behaviour through positive role modelling. We have developed an enabling unique approach to providing early years education in our nursery that is built around the individual child focussing on their unique strengths building confidence, problem solving ability and resilience whilst ensuring that each child meets their own potential for learning. Our bespoke '*Lets*' curriculum is a broad and balanced curriculum aimed to provide the child with a breadth of knowledge skills and abilities for which to excel in school and in life. We believe that it is important that the child is well rounded, balanced, and able to participate in all school has to offer being able to integrate socially, communicate emotions and ask questions. Emotion coaching underpins our practice and British values are supported through effective embedded practice.

In addition to our universal best practice, specific practice through the child centred ethos and bespoke '*Let's*' curriculum, additional measures to support children can readily be put into place. Examples are a now and next board, a choice board, visual timetable, using real objects to support communication and understanding, story sacks and sensory stories and ensuring that children can have access to additional equipment e.g., stress balls. Educators are

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supported to be deployed to promote participation and independence e.g., to provide additional support for adult led activities, outings or mealtimes and to support social inclusion e.g., smaller groups, turn taking games, role modelling, and giving children additional time.

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we will consider involving appropriate specialists. These might include the inclusion team, early help, health visitors, speech and language therapists, who may be able to identify effective strategies, equipment, or interventions to enable the child to make progress towards their learning and development outcomes. The decision to involve specialists is always be taken in partnership with the child's parents / guardians. Where the child has not made expected progress despite the provision having taken relevant action to identify, assess and meet the special educational needs of the child, we will consider requesting an EHC needs assessment.

Providing SEN support

Our normal practice is to make provision for every child as and when they require it, irrespective of their Special Education Need. It is recognized that additional teaching opportunities or the filling of gaps in learning due to absence or not making the progress that is expected is not considered to meet the criteria for SEN support. However, as outlined previously in this policy we act through a graduated response to identify children with a Special Educational Need. If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Co-ordinator (SENCo), the child's Key person will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices. The Key person will liaise with parents about their child's progress. If the SENCo, Key person and parents feel that the child would benefit from further support, the SENCo will work with the key worker to make further assessments of the child's needs.

SEN support is provided through intensive and/ or personalised intervention which is required to enable the child to be engaged in learning within our setting. We will work to ensure that the resources are appropriate for the needs of the child accessing additional funding if applicable.

Review

As a nursery we must be confident that the [mainstream core standards](#) have been used to identify that all necessary action from within the setting is in place to support the child's access to the curriculum and ability to make progress from within the nursery's own resources.

Each child identified as requiring SEN Support will have outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close child and parental involvement. Strategies employed to support the child are recorded within the child's targeted plan. The targeted plan will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parents will be involved in the writing and review the targeted plan and the child's views will be sought where possible. If the child's key educator and the SENCo feel that the child needs support from outside services, parents will be consulted prior to any support being actioned, gaining consent for the child to be discussed at a Local inclusion forum team meeting (LIFT). In most cases, children will be seen in the nursery by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the nursery. The external services will then work alongside the key educator, setting SENCo and parents to develop the personalised plan.

Next Steps Prior to a LIFT referral

Statutory Assessment Checklist for KCC

Before approaching the LIFT to suggest a referral for a statutory assessment the following points must have been considered:

Nature, Extent and Cause of the Child's Difficulties

Evidence that the setting has taken relevant and purposeful action to identify the special educational needs of the child or young person.

Evidence that the child's needs are significantly greater than peers of the same age, are long term and require specialist resources or provision to achieve long-term positive outcomes.

Assessments

Identification that would have included the use of high-quality formative assessment, as well as effective tools and early assessment materials.

Evidence of involvement from a specialist or other professionals relevant to the difficulties of the child or young person; e.g. medical professionals and/or therapists or a specialist teacher or educational psychologist.

Tools

Evidence from tools such as *C&I Scales*, SEMH scales or ABC charts (antecedent, behaviour and consequence) to identify the nature, extent and cause of the child's difficulties.

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Attainment

Evidence that the setting has taken relevant and purposeful action to assess the special educational needs of the child.

Rate of Progress

- Evidence that the child or young person hasn't made expected progress.
- The child is continuing to make inadequate progress despite high-quality teaching targeted at their areas of weakness.
- This is characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap

Action taken to meet and overcome identified difficulties

Evidence that the setting has taken relevant and purposeful action to meet the special educational needs of the child or young person.

Appropriate targets have been set and using a graduated approach, effective support has been put in place, regularly reviewed and impact assessed over an appropriate length of time (usually at least 2 years). Evidence of 'assess-plan-do-review cycles' over time. E.g.:

- Quality First Teaching - Mainstream Core Standards/Best Practice Guidance used to inform effective support
- Individual Provision plans
- Targets and recent reviews
- Advice sought at LIFT or EY LIFT meeting
- Pastoral Support Plans

Additional effort and instruction at a sustained level over and above that which is usually provided through the setting SEN support

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Evidence that the setting has taken relevant and purposeful action to meet the special educational needs of the child or young person.

- External agencies or professionals have provided advice and recommendations on curriculum access.
- This has been used to implement an individualised programme over an appropriate period of time
- The impact has been assessed.

Physical, Emotional and Social Development and Health Needs

The child may have additional difficulties in the areas of social and/or emotional development. Evidence of this may be shown with the use of the Boxall Profile or Leuven Scales.

The child may have physical or health needs that impact on their ability to access the curriculum. There will be a Care Plan and / or positive handling plan in place.

LIFT Local inclusion forum teams

Accessing support from specialist teachers, school outreach staff & educational psychologists

With parental consent a LIFT request form [\[LIFT\] request form](#) can be completed and a request made for the issues to be discussed at the next LIFT meeting. This form is sent along with a parental consent form [View information sharing and consent forms](#).

At the LIFT, we will have the opportunity to discuss the issue or case in more detail with colleagues from other schools, an Educational Psychologist and representatives from district based specialist outreach providers, including specialist teachers. The aim of the discussion is to find solutions to problems, drawing on the knowledge, experience and expertise of everyone in the group so that settings can make better provision from within their existing resources. If applicable the presence of a practitioner from the Early Help and Preventative Services can be requested to be at the LIFT meeting if they feel their input may be required. The chair of the meeting may also invite them if they feel that their attendance could provide useful to any discussions.

There are four main outcomes from a LIFT discussion:

1. Advice, support and ideas from the discussion at the meeting to take back and try
2. Access to training programs or the opportunity for bespoke training
3. Support from another school
4. Specialist Intervention from a specialist teacher, special school outreach teacher, Educational Psychologist (through the core discretionary offer or commissioning), Early Help involvement or other district-based SEND provider.

There are two further possible outcomes:

1. A recommendation that the setting should consider a referral to Early Help.
2. A recommendation that the setting consider seeking advice from appropriate health professionals.

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This meeting will consider all requests for support for learning, communication and interaction, social, emotional and behavioural and physical/sensory impairment needs. When a district professional is allocated to a case, there is an expectation that initial contact will be made with the school within 5 working days. This is to ensure a minimum amount of time between the meeting and intervention beginning.

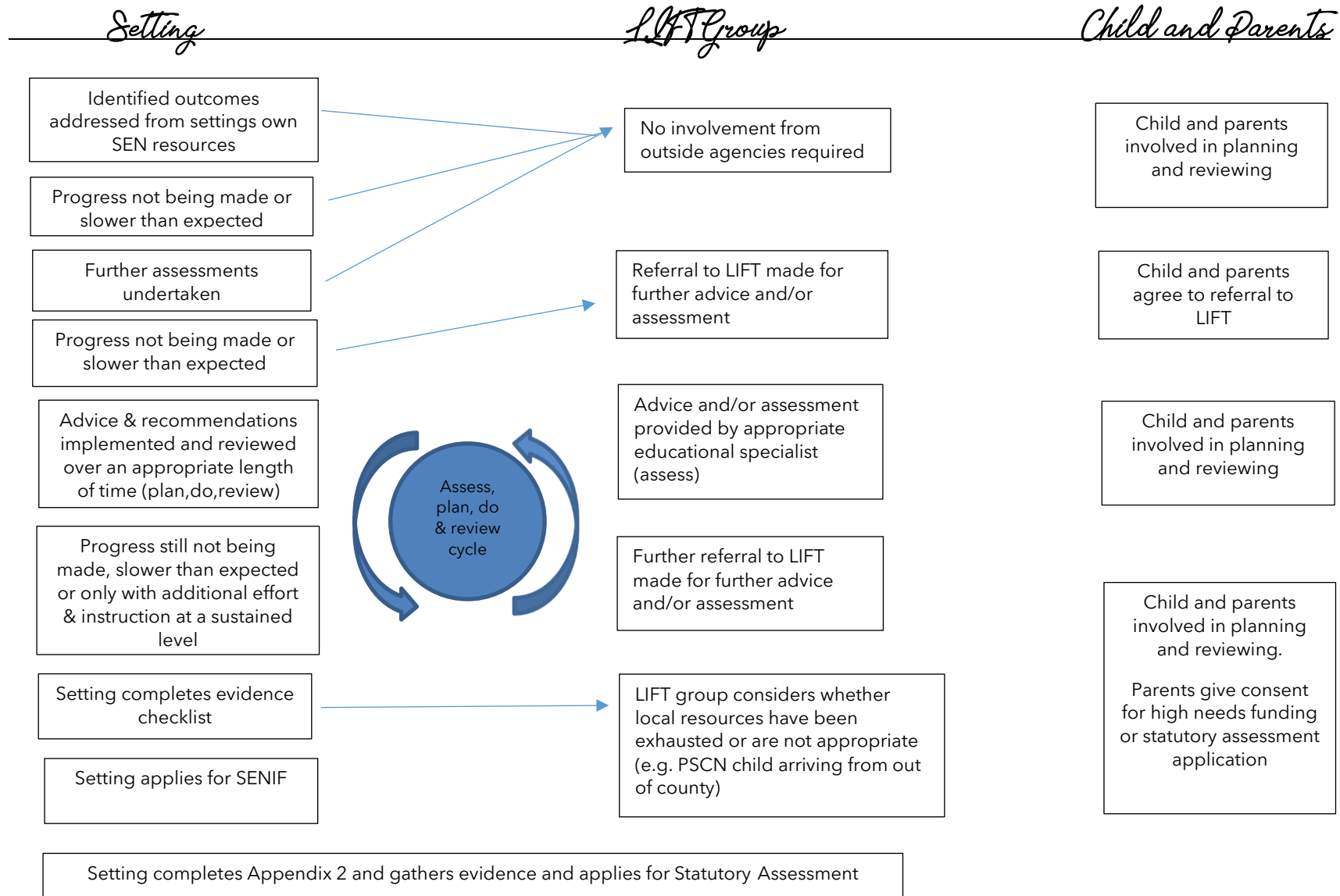
Next Steps

1. Once settings feel that they have implemented and reviewed the impact of all the recommendations made by specialists over an appropriate period, they will need to return to LIFT to discuss the next steps.
2. Services that have made recommendations will want to discuss their impact on the progress of the pupil and any potential additional adaptations that could be implemented.
3. If it is felt that there are no more recommendations that can be made or any other specialists that can be accessed via LIFT, the chair will complete a [Summary of District LIFT Intervention Sheet \(DOC, 105.0 KB\)](#).

The setting may then wish to consider two options:

- If the setting must provide provision at a sustained level over and above that which is usually provided through the setting's SEN support to achieve the identified outcomes, they may be entitled to access [SENIF](#).
- Or the setting may wish to consider a request for Statutory Assessment. However, they will need to be aware that if they decide to make a request for Statutory Assessment they will be required to provide evidence in accordance with the criteria set by KCC in response to the duties of the SEN Code of Practice 2014. Omission of evidence can result in a refusal to assess or a delay in an assessment. To support this the LIFT group can confirm that they have discussed the KCC Criteria for statutory assessment checklist presented and felt that the evidence identified by the school is in accordance with the criteria.

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Disability Access Funding (DAF)

The DAF is funding provided by the government to early education and childcare providers to support children with SEND by “removing barriers which prevent children from accessing their free early education entitlement”. Three- and four-year-olds are eligible for the DAF if the child:

- is in receipt of child Disability Living Allowance (page 92) and
- attends an early year’s provider for the funded 15 hours’ or 30 hours’ entitlement.

The DAF currently awards £828 per child per year to early education and childcare providers. The funding is paid directly to your early education and childcare provider.

Children with English as a second language

For children whose home language is not English, we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We also ensure that children have enough opportunities to learn and reach a good standard in English language during the EYFS; ensuring children are ready to benefit from the opportunities available to them when they begin school. Should a child not have a strong grasp of English language, nursery educators will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay. The district Equalities and Inclusion Team can be used to provide additional support.

Equality and Inclusion Team

The focus of the Equality and Inclusion Team is to provide a programme of advice, support and training to promote and enable equality and inclusion and to narrow gaps in achievement.

To access support from the Equality and Inclusion Team a request must be downloaded and completed [Equality and Inclusion Support Request](#) and emailed to EYinclusion@kent.gov.uk

How the responsible bodies and our team manage the statutory responsibilities to meet the needs of children identified with SEN

We have experience of working with young children and children with SEN embedded within our leadership team. In addition, the setting SENCo has time to plan and observe and make links with other agencies. When monitoring a child's progress our educators receive lots of support in their role to ensure they are working to their potential, and therefore can support a child to reach theirs. Through key person meetings monthly, supervisions termly and regular audit, we can review the progress of all children. This helps us to ensure that children are making good developmental progress. Where required we can adapt the learning environment, adapt the resources we have, and identify training needs of our educators. This is a continual process through effective reflective processes. We work in positive collaboration with parents / guardians.

To ensure that we assess the overall effectiveness of the SEN provision at our setting we have a comprehensive list of audits and tracking documents to review our practice. We seek feedback in several ways which link to our practice development plans and help us to evaluate practice and service. For parents to feedback, compliment or complain we have a full complaints policy in our admissions manual available on our website. We also have a comprehensive open-door policy and act on all feedback provided, ensuring that our service is fair and open to all. This is documented and kept on a tracker to help use evaluate and review our effectiveness in practice. Actions because of feedback are discussed within management and then where necessary fed back to the team. If it is something that we may need to change within our practise, then management will ensure that this is effectively disseminated throughout the team.

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Transitioning into school is a big step for all children and we ensure that this transition is well supported. Children's final year in our nursery explore activities linked to our 'Oak children programme' and we liaise with the schools that our children will move into to ensure that they are ready to receive our children.

Records are kept of all communication with parents, agencies and professionals and of all training completed.

Our local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care and leisure. As a local provider we have provided comprehensive information about how we meet the needs of children and young people with SEND, based on information within this policy that is available publicly.

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