



## **Special Education Needs and Disabilities (SEND) Policy**

Bottesford Bunnies Limited operates in line with relevant legislative requirements such as the

- Children and Families Act 2014,
- Children Act 1989,
- Childcare Act 2006,
- Care Act 2014,
- SEN and Disability Code of Practice 2015 Act, Updated 2020
- SEN and Disability Regulations 2014
- Equality Act 2010
- The Statutory Framework for the Early Years Foundation Stage
- Safeguarding Disabled Children- practice guidance 2009
- Education Act 2011

The SEND Code of Practice 2015, Chapter 5, 5.1 states,

“All children are entitled to an education that enables them to:

- Achieve the best possible educational and other outcomes, and
- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education”

At Bottesford Bunnies we will make any reasonable adjustments and remove barriers as described under the Disability Discrimination Act 1995 and Amendment Act 2005, that may prevent a child access, and we will make all activities and play opportunities accessible to all. Through the pre-school’s business plan with relation to training, budgeting and planning, we endeavour to move our practice forward to meet children’s individual needs. We may also source additional funding from the local authority in the event a child comes to our pre-school with specific/ complex additional needs, taking into account any recommendations from outside agencies regarding a child’s requirements.

We closely monitor all our activities and experiences to evaluate how effective these are, and the impact is documented on the look, listen and note, through our adult-

directed activities and small circle time sessions, these are discussed at team meetings and amended if we feel this is appropriate.

The EYFS Statutory Guidance (DfE 2024) states,  
3.61 – Providers must have arrangements in place to support children with Special Education Needs and disabilities (SEND). Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must take into account to the Special Educational Needs Code of Practice.

The Statutory Guidance also states that providers are expected to identify a SENCO.

Within our pre-school our named Special Educational Needs Co-ordinators (SENCO) are: JANNINE L & KIRSTY N

Within the Early Years Foundation Stage (EYFS) there are two specific points for providing written assessments for parents and other professionals, firstly when the child is aged 2 years and the other when the child turns 5 years.

### Statutory Progress Check at Two Years

The two-year progress check identifies the children's strengths, along with highlighting any areas where a child's progress is not as expected. If there are any significant emerging concerns (or SEND has been identified), a target plan is put in place to support the child, other professionals and the pre-school's SENCO's will be involved. This will be integrated with the community nursing team, where possible.

The plan must state the activities, experiences, interventions/ strategies that will be put in place to address the emerging issues and/ or concerns. The impact of these plans will be monitored by the settings SENCO and the child's key person and reviewed with the parents/ carer's termly or before if required.

### Identifying and Supporting Children's Additional Needs

At Bottesford Bunnies, the Early Years Educators monitor and review the children's progress and development in all the areas of learning and development throughout their time at pre-school.

Children will be identified as early as possible through:

- Observation of the child
- Playing/ working with the child
- Talking with parents/ carer's/ educators
- Gathering of information/other setting the child may attend
- Home Visits
- Monitoring progress through current records
- Information from other professionals prior to a child starting.

We personalise each child's learning and care and we use the EYFS framework (DfE 2024), curriculum guidance development matters (DfE 2024) and 1-10 continuum. We work in partnership with parents/carers, building positive relationships with them

and we particularly aim to work in partnership as described in the SEND Code of Practice (2015), recognising the crucial part parents have to play in the education of their children. We will keep parents/carers fully informed of their child's progress, including concerns and we will always listen to a parents concern they may have about their child.

Chatter packs can be provided for children to take home to support them with their learning.

Our admissions policy states that all children are welcome and, in some cases, we may seek further advice if any child has any specific individual needs. This is to ensure we can provide the best possible care and support the child may need.

Where a child appears to be behind expected levels or there is a cause for concern the Key Person will assess and review all information about the child's learning and development. Through regular observation by educators and the SENCO and after specific additional needs are highlighted from these observations, thorough discussion will take place with parents/carers and we will complete an Early Identification Assessment Summary form to start the cycle of 'Assess, Plan, Do and Review', the Graduated Approach (see below)

We will access the relevant services a child may need as appropriate with parental permission. Advice and guidance could be sought from:

- Portage Team
- Behaviour Support Team 2-12
- Speech and Language Therapy Service
- Hearing Support Service
- Visual Impairment Team
- Health Visitors
- Educational Psychology Team
- Autism Spectrum Education Team
- Community Nursing Team
- Physical Disabilities Team

Where required a multi-agency approach, for example an Early Help Assessment and potentially an Education Health & Care Plan (EHCP) will be completed in supporting both the child and their family.

### The Graduated Approach

The SEND Code of Practice 2015 states,  
'Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life' (5.36)

In adhering to the Code of Practice, we adopt and follow a graduated approach with four stages of action: assess, plan, do and review.

ASSESS

In identifying a child as needing SEN support, the early years practitioner working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement. (SEND code of practice 2015 5.39)

## PLAN

Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. (SEND code of practice 2015 5.40)

Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home (SEND code of practice 5.41)

## DO

The early years practitioner, usually the child's key person remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support. (SEND code of practice 2015 5.42)

## REVIEW

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps. (SEND code of practice 2015 5.43)

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times (SEND code of practice 2015 5.44)

The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by

EYFS materials, the Early Years Outcomes guidance and Early Support resources (SEND code of practice 5.45)

Where the child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf. (SEND code of practice 2015 5.46)

At Bottesford Bunnies and in line with the SEND Code of Practice 2015 the Graduated Approach will be led by our SENCO's, working closely with the Early Years Educators and the child's parents/ carers at each stage of the process.

### Education, Health Care Plan

The SEND Code of Practice (5.49) states,

‘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 should consider requesting an Education, Health and Care needs assessment’.

In conjunction with parents we take advice from and follow the agencies/ professionals involved with the child and their family, with regard to making a referral for a formal assessment and procedures relating to the child having an Education, Health, Care Plan. During this period of time we would continue to gather evidence and continue to implement targets or outcome plans.

### The Local Offer

Early Years providers should review regularly and evaluate the quality and breadth of the support they offer for children with SEN and disabilities, this is completed in conjunction with the local authority in ensuring there are sufficient services to meet the need in the area.

The Local Offer sets out clearly the support that is available for children with SEND within our pre-school, and this information can viewed on North Lincolnshire Council's website and on Bottesford Bunnies website.

### **References to other relevant policies:**

- Admissions Policy
- Communication & Working in Partnership Policy
- Complaints Policy
- Confidentiality Policy
- Equality of Opportunities Policy
- Safeguarding Policy and Procedures
- Settling In/Transition Policy

### **Policy Review**

- We will regularly review and monitor this policy and the practice of Bottesford Bunnies to ensure that we are fully implementing this policy for equality of opportunities, diversity and inclusion.
- Any complaints regarding this policy should be dealt with via the current complaints procedure

This policy has been adopted by Bottesford Bunnies

Signed on behalf of the setting by:

.....Owner

Created: November 2014  
 Reviewed by: Jayne Hutton (Manager) .....  
 Amended: Jayne Hutton (Manager) .....  
 Next Review Due Date: November 2015  
 Reviewed and updated: January 2016 by Owner, Manager, Deputy and Practitioners  
 Reviewed October 13<sup>th</sup> 2016 by Owner, Manager, Deputy and Practitioners  
 Next review October 2017  
 Reviewed and updated on 14<sup>th</sup> September 2017 by Owner, Manager, Deputy and Practitioners.  
 Next review Date: September 2018  
 Updated September 28<sup>th</sup> 2018 by Owner  
 Reviewed and updated at staff meeting July 2019 by Owner. Manager, Deputy and Practitioners.  
 Next review date July 2020  
 Reviewed and updated at staff meeting March 22<sup>nd</sup> 2022, by Director, Manager, Deputies & Practitioners.  
 Next review date March 2023  
 Reviewed and updated at staff meeting March 1<sup>st</sup>, 2023, by Director, Manager, Deputies & Educators  
 Next review date March 2024  
 Reviewed and updated at staff meeting May 8<sup>th</sup> 2024 by Director, Manager, Deputies and Educators.  
 Next review date May 2025