



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Our Mission Statement

Creating a child centred, safe learning environment which is underpinned by the physical, emotional, mental and spiritual wellbeing of each child; focusing on children's interests whilst providing a challenging curriculum and enabling environments to support children to strive and be prepared for the next stage of their learning journey

LAST REVIEWED ON	SIGNATURE
December 2018	S. MADARI
December 2019	S. MADARI
February 2021	S. MADARI
February 2022	S. MADARI



Special educational needs and disability policy

A child is considered to have special educational needs (SEN) if they have significant learning difficulties in comparison to their peers. A child is considered to have a disability if they have a physical need that hinders or prevents the child from using educational facilities generally provided for the same age range. The Nursery's policy in relation to children who experience difficulties in learning or in adapting to the physical, social, or behavioural demands of the Nursery environment is described below.

The Nursery recognises the right of each individual child, including those with special educational needs and disabilities, to an appropriate, high quality early education experience, which combines care and learning through play and education. The Nursery is sensitive to the needs and feelings of children with SEND and their families and will ensure individual needs are recognised and addressed. Parents/guardians will be involved at every stage of decision making and creating suitable adaptations and in any plans that are made to meet a child's individual special educational needs or disability requests.

Equality of opportunity and inclusion for all children is essential and it is important that children with special educational needs and disabilities have the opportunity of learning alongside their peers. For this reason, the needs of all children will normally be met in the mainstream setting as far as is possible.

Our Early Help Offer

If a child starting at the Nursery already has special educational needs or disabilities identified, the Nursery SENDCo will book a meeting with the parents/guardians before the child is due to start the Nursery. At this meeting, the parents/guardians, Manager or Deputy, and the SENDCo/Early Help Champion will meet to discuss the needs of the child. An Early help assessment and individual provision map / risk assessment will be started unless one has already been started. If it becomes apparent that an Early Help Assessment is already in place, the Lead Professional will be identified, and the Nursery will ask to be added to the information sharing permissions list so that we are well always informed. Taqwa Nursery will endeavor to take over as Lead Professionals if this is in the best interests of the child and if the parents/guardians agree to this. The Early Help Champion/SENDCo will ensure that all agencies that need to be involved are involved in the care of the child and will take point in reviewing and collating reports from these agencies. They will formally review the Early Help assessment every 6-8 weeks and will submit these to the relevant agencies, the Integrated Working Team and the Inclusion Fund Panel in time for the panel deadlines as well as all other identified support professionals. If the child is granted additional funding, the EHC/SENDCo (after discussions with the Manager) will put in place all interventions, trainings and one-to-one support sessions for the child.

When possible/necessary, the EHC/SENDCo will also transfer the Early Help Assessment onto an Education Health and Care Plan and will take lead point in all school transition supports whether this be to a specialist school or mainstream school.

When a child transitions to a school of their choice, the hard copy of their SEN record will be completely transferred and the Nursery will only reserve the Record of Transfer of Special Educational Needs and Disability's file. The digital copy of these files will be retained as per National Retention periods.

If a child has not been previously identified as having special educational needs or disabilities, but this becomes apparent during/at the baseline assessment stage (usually 3 weeks from a child's start date) or at any other period during their time at Nursery, a meeting will be booked with the parents/guardians, the Nursery Manager or Deputy and the SENDCo/Early Help Champion as well as the Key Person in which a discussion will take place regarding:

- What needs have been identified in the child's learning and cognition or physical abilities.
- How the child and parents/guardians can be helped.
- How Nursery staff can be helped.
- What advice and practical help we can get from outside agencies.
- What adaptations need to be made to support the child.

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- What behavioural or educational plan needs to be devised, with outside agency help, tailored to the individual child and their specific needs.

As a result of this meeting, a 6-week Individual Educational Plan of one-to-one interventions will be put in place. At the end of this time, the Early Help assessment will be reviewed formally and a meeting will again take place with the individuals named above. If significant progress is being made/can be seen then the interventions will continue and this will remain the case until the needs of the child have been met, and the Early Help assessment can formally be closed. If the Early Help assessment cannot be closed or the interventions identify that the child is in need of additional support, the EHC/SENDCo will take lead point on ensuring that the relevant organisations are contacted and invited to come into setting to observe and support the child. The Early Help assessment will be reviewed every 6-8 weeks and will be submitted to the Integrated Working Team and the Inclusion Fund Panel, as well as to all other support professionals in timely fashions so as to meet any deadlines for these panels.

The aim of submitting the Early Help assessment will be to gain additional support from professional services in order to more accurately meet the needs and development of the child, as well as to gain additional funding for the Nursery allowing us to continue our support work for that child. If granted, the additional funding will be used for the needs of that child only and will be evidenced clearly on intervention logs. The form of use for the additional funding will be decided by the Key Person, the EHC/SENDCo and the Manager, with input from the parents/guardians.

At every stage of our Early Help Offer, and at each review, parents/guardians will be updated on the information within the Early Help assessment and the progress and development of their child. Under no circumstances will any action be taken without the permission of the parents/guardians, unless there is a safeguarding concern.

All children's development tracking including any child that has any additional needs will be logged on the Progress Monitoring Grid. The SEND register and additional SEND information files for children will be saved on the Nursery laptop, which must not be removed from the Nursery, all files on this laptop will be encrypted via password protection. The files will remain on the SENDCo laptop until the child leaves our setting after which time the records will be transferred to the archive section on the main computer.