



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY/PROCEDURE

'Growing Together is a Registered Charity, and is the employer for the purposes of this policy. References in this policy to "the employer" should be taken in all instances to refer to Growing Together'. Similarly all references made to 'Staff' are to be taken in all instances to refer to all paid employees of Growing Together.

Relevant legislation for this policy includes Equalities Act 2010, The Children and Families Act 2014 and Working Together to Safeguard Children 2018 and the EYFS Statutory Framework (2021).

Our setting adheres to the DfE Code of Practice 2020 in the Identification and Assessment of Special Needs, and to provide a welcome and appropriate learning opportunity for all children.

- Children with special needs and disabilities (SEND), like all other children, are admitted to the facility after consultation between parents, the facility manager and keyworker (see admissions policy).
- If it is felt that a child's needs will only be met by the support of a one to one worker, funding will then be sought to employ one.
- Our system of observation and record keeping which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis. The 2 year progress check is used effectively to communicate with parents and identify any need for targeted support.
- We work in partnership with staff outside the setting, including therapists, health visitors, psychologists, social workers, paediatricians and portage workers, to meet children's specific needs.
- Our keyworker system ensures that each adult is especially responsible for, and close to a small number of children, so each child receives plenty of adult time and attention.
- Our staff attend whenever possible, in-house training on special needs arranged by other professional bodies.
- Risk Assessments will be made for any experiences that are different to a normal day (such as trips) and additional arrangements will be made to ensure the child can access the provision safely and get something meaningful from the experience. This will be done in consultation with parents and where necessary outer agencies.

If a parent or member of staff has concerns about a child's well-being and development then they would discuss this with the child's key worker and the SENCo. Together they would agree on the best way for the setting to support that child. An Initial Assessment of Need and/or a

Portage Development Profile would be completed by the key worker and reviewed by the SENCo.

If a need is identified the SENCO would consult with the parent and gain consent to move forward and next steps of support would be discussed and agreed. The SENCO and keyworker would also complete the voice of a child's sheet, to ensure that the child's interests and wishes are at the heart of this assessment.

At this stage SENCo would consult the parent on the best way forward, which may result in a risk assessment, support plan or Care plan being completed or a referral to an external agency. This may also require support from other professionals. Documentation to support this include one page profiles; focusing on the individual interests and strengths of the child, tracking, Progress check at the age of two and capturing the voice of the child and parent.

In the event that a child that would like to start the nursery has a diagnosed SEND we would consult the parents on the best way to support their child, as well as looking at reasonable adjustments that could be made in the setting, to try to meet those needs. Again, appropriate paperwork would be completed, as stated above.

The setting will refer to the Northamptonshire Descriptors to look for ways of supporting children and signpost parents to Northamptonshire's Local Offer.

The setting will prepare the child for the next stage of their learning and consider all transitions, within the setting and as they leave for statutory school age. The setting will arrange a transition meeting with the school and invite parents and professionals along. The setting has an agenda in order to ensure all information is passed on.

The Role of the SENCO (Special Education Needs Coordinator)

The Named SENCo's in our setting are Michelle Sillitoe and Hayley Walker. There are three other staff members trained in the event of absences. The Role of the SENCO is to ensure that all children's individual needs are being met, and that children feel included within the setting. The SENCO will also oversee the Graduated Approach, and support key workers in these systems, as they are responsible for undertaking these assessments.

Where despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of a child, the child has not made expected progress, the setting will consider requesting an Education, Health, Care needs Assessment.

If required we would look at evacuation procedures in the event of a fire, and complete a Personal Emergency Evacuation Plan; guidance and forms are used from Northamptonshire County Council. See below.

We have updated our SENCO job description in accordance with the DfE's level 3 description from 2018 and Hayley Walker has completed this qualification. The setting was also awarded the Portage Stamp of Approval in January 2019, 2020, 2021 and 2022.

Personal Emergency Evacuation Plan (PEEP) for children in Early Years Settings Guidance.

- A PEEP should be completed for any child who requires assistance with **any** aspect of emergency evacuation.
- The PEEP should describe the child's intended means of escape in the event of an emergency, including drills.
- The PEEP should specify what type of assistance is agreed and how it is to be maintained to ensure the child's continued safety and should include assistance required from the point of raising the alarm to passing through the final exit of the building.
- The PEEP should be coordinated by the SENCo or Manager and a copy of the completed form kept: In the child's personal records and by the Manager/ SENCo/Designated Person for Health and Safety for each building/room identified

The plan **must** be reviewed on an annual basis at least and when a significant change in circumstances (of the building or child) is anticipated or identified.

Points to consider: In preparation for completing details on PEEP, consider the following:

- Does the child change rooms during the course of the day, which takes them to more than one location within the building and/or other buildings?
- Does the child have difficulties identifying signs that mark the emergency exits and evacuation routes to emergency exits?
- Does the child use visual structure e.g. photo keyrings, to support understanding of evacuation and reduce anxiety around change of routine/loud noise etc?
- Name of child's 1:1 support person(s) and who will provide support if this adult isn't in.
- Does the child have any difficulties hearing the fire alarm or visual difficulties that require support to see the exits/follow the routines etc?
- Does the child follow adult direction and if not, what support will be available to help him/her safely evacuate?
- Are they likely to experience problems independently travelling to the nearest emergency exit? Think of steps/furniture/other obstacles that may prevent exit.
- Does the child find stairs difficult to use?
- Are they dependent on a wheelchair or other equipment for mobility?

Personal Emergency Evacuation Plan (PEEP) for children in Early Years Settings

Child's Name:			
Setting Name:			
Room Name:			
Location of room in the building:			
Key Person for child:			
Name of person who completed the form:		Date completed:	
Date of next review:			
Reviewed:			

Alarm system

The child has been shown or told the sign for an emergency evacuation which will be by:

	Yes	No
Existing alarm system:		
Vibrating pager device:		
Visual alarm system:		
Other: (Please specify) Visual cue e.g. photo		
Give details:		

Designated Assistance (Named designated people responsible for assisting child to vacate building including back up person):

Exit Route Procedure (process starting from when the alarm is raised and finishing on final exit). Include details of the nature of assistance to be provided by each with safe route(s) identified. Detail any equipment needed to execute the plan and its location.

N.B. A copy of the building plan with routes clearly marked is recommended.

	Yes	No
Has the route(s) been travelled by child and responsible person?		
Has a copy of the exit route on plan been attached?		

Has the equipment detailed in plan been tried and tested?		
Have all issues been completed to full satisfaction?		
Has a copy of this form been sent to the person responsible for the fire evacuation?		
Has the Health and Safety Officer/fire coordinator informed all relevant staff of these arrangements? (Room leader? Key Person? 1:1 support person?)		

If No to any of the above please explain:

Training on use of equipment:

Date	Comments

I parent/carer am aware of the emergency evacuation procedures and believe them to be appropriate to the needs of my child as identified above.

Child's Name:

Parent Name:

Parent Signature:

Date:

Manager/SENCo Name:

Manager/SENCo Signature:

Date:

Rehearsal dates and outcomes of PEEPs.

Date	Comments
Signed:	

Date	Comments
Signed:	

Date	Comments
Signed:	

Date	Comments
Signed:	

Date	Comments
Signed:	

In case of a complaint, ensure that the OFSTED complaint form will be available for parent/carers should they want to complain about SEND provision at BGN Nursery. Parents should approach the Early years Manager to discuss any complaints raised.

Updated 06.06.2022