

Supporting Children With Special Educational Needs and Disability Policy

12 November 2018: this policy has been reviewed and updated, but is in the process of being further revised in line with local authority guidance, and will be re-published shortly. Please contact us to request the most up to date version.

Our aims and ethos

Children with special educational needs and disabilities are welcomed at Into The Woods. In our team we have experienced professionals who have worked in schools for many years, and who understand how to support children with SEND and how to access outside services and agencies when needed. Our aim is to ensure that children with SEND get the most out of their time at Into The Woods – to help them settle, make progress (in terms of learning and social and emotional development) and enjoy their time as much as possible. We believe that outdoors, in the woods, is often the best learning environment for children with special educational needs (SEN), and particularly many with social and emotional difficulties, so we are fully committed to supporting them in accessing our provision.

Our SEND provision

- In the setting, we will make whatever adjustments we can (while bearing in mind the interests of all the children), in terms of routines and practicalities, to meet the individual needs of all children, including those with SEND.
- We are proactive in working with other agencies (eg, schools or nurseries, the Haringey SEND and educational psychology teams) and welcome their input and involvement.
- We seek advice in how best to support individual children.
- Provision for SEND children is managed by our SEND coordinators: Wild Bottomley (Highgate) and Julia Warner (Kenwood).
- So that we keep up to date with best practice and new developments in providing for children with SEND, the SENDCos attend SEND training at the relevant local authority (Highgate – Haringey, Kenwood – Camden) when it is available, and disseminate information to the rest of the team at staff meetings.
- The nursery maintains and SEND file with information relating to SEND children.
- All SEND children have their own individual support plan, which sets out the support any additional strategies or support that has been decided upon.
- We understand and adhere to the Special Educational Needs and Disability Code of Practice (2014).
- When necessary, staff receive additional training on particular strategies to support an individual child or group of children.
- We ask for and value the views of parents in how best to support their child, and when appropriate will use strategies from home in the nursery.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes.
- We where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.

- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our SEND Policy.
- We ensure that all our staff are aware of the SEND Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our SEN provision by reviewing the progress and outcomes of children with SEND with a view to refining our processes and this policy. We also seek the views of parents and external agencies, use the findings of inspections and consider any complaints in improving our SEND provision.
- We provide a complaints procedure.

Identifying children with SEN

We have in place a clear approach for the early identification of children with SEN. All staff are aware that they are responsible for the nursery's SEND provision. Staff raise initial concerns with the SENDCo, who then observes the child in the setting. If there are any significant concerns, particularly in terms of communication and language and social and emotional development, the SENDCo will discuss this with the parents and the child's key person, and agree next steps. Next steps may range from setting a particular focus for activities and learning within the nursery, to contacting outside agencies for support. All decisions and actions are noted in the nursery SEND file.

Further guidance

Early Years Foundation Stage Statutory Framework (DfE 2014)
Working Together to Safeguard Children (DfE 2015)
Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

Policy review

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