



# Supporting children with special educational needs Policy & Procedure

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We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. Children have a wide range of characteristics and abilities. These can include an exceptional educational ability, behavioural needs, additional learning or physical needs. At Millie's we aim to identify the above needs quickly through observation, activities, parental or staff discussion or any concerns raised. We will provide a positive environment in which children can develop at their own level and ensure that the needs of the children are met. We endeavour to assist these children with the support of their parents and if necessary outside help.

Millie's Additional needs leader (SEND) will maintain all profiles and any documents for the children this is supported by Management. We work alongside parents, room leaders, senior staff and outside agencies to ensure that targets are met. The SEND leader is responsible for liaising between all agencies for example, health visitors, speech and language therapists or Hertfordshire SEND advisers and educational team to ensure the best support for the child is sought and local Children's Centre if applicable.

If it is found that Millie's is not the correct environment we will support the family to find a setting that is more suitable. No child will be excluded from Millie's because of any additional needs unless the facilities/provision is inadequate for that Child's specific needs and or staff are not equipped to keep child safe and or needs a particular training to best support a child and their family.

Any issues discussed must be done so in a sensitive manner and all information must be kept private and confidential.

We will ensure that we adhere to the SEND Code of Practice for the identification and assessment of Special Educational Needs.

We ensure our provision is inclusive to all children with special educational needs.

We support parents and children with special educational needs (SEND).

We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.

We work in partnership with parents and other agencies in meeting individual children's needs.

We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Staff are to identify additional needs quickly and report to room leader/ management and SEND Leader.

## **Procedures**

We have a designated member of staff who is the Special Educational Needs Leader (SEND) and their name is shared with families.

We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We use the graduated response system for identifying, assessing and responding to children's special educational needs.

We work closely with parents of children with special educational needs to create and maintain a positive partnership.

We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.

We provide parents with information on sources of independent advice and support.

We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.

We provide a broad, balanced and differentiated curriculum for all children with special educational needs.

We use a system of planning, implementing, monitoring, evaluating and reviewing plans for children with special educational needs.

We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

We have systems in place for supporting children during differentiation, monitor, plan and then Statutory Assessment for an EHCP.

We have systems in place for work with others like family first assessments, speech therapy or any other alternatives.

We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.

We provide resources (human and financial) to implement our Special Educational Needs Policy. Where funds and funding allows us to.

We provide in-service training for parents, practitioners and volunteers.

We raise awareness of any specialism the setting has to offer.

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources, reviews, staff and management meetings, parental and external agency's views, inspections and complaints.

This information is collated, evaluated and reviewed annually.

We provide a complaints procedure.

We monitor and review our policy annually.

## **Additional needs procedure**

Monitoring and assessing and individual records and file.

Discussions with parents, using parents' expertise and knowledge.

Working in a partnership in an effective and appropriate way.

Acknowledging the need for alternative arrangements maintaining the support of the family, LA and or HCC and child when doing so.

Monitoring/ Assessment, individual records and file

In order to identify a child with SEND staff will undertake appropriate/targeted observations which will be written and recorded with clear evaluations. These will be done over a period of time to ensure that the staff are fully aware of the what the child's needs are and how they can be met. This allows an over view of the situation.

### **Observations:**

focused and spontaneous, ensuring they are evaluated clearly, this will give evidence as to how you came to believe a child has additional needs.

Brief and initial discussion with the parent about the child in his/her home environment without raising concern or having a formal meeting.

The response of the parent/carer to your questions.

The measures that are being taken to include the child in nursery life.

A risk assessment to identify any potential risks to the child/peers or staff.

The child's strengths and achievements since starting at nursery.

An action plan to ensure we are effectively meeting the needs of the child.

All of the above needs to be put into the child's individual folder.

We may ask the area SEND advisors to come and observe the child to get a professional opinion before taking it any further. This will be done in a confidential and unassuming manner.

## **Formal Discussion with parents/carers**

In order to provide the best care possible for you child we will ask parents/carers to attend a meeting with the child's key-worker, room leader and management. The area SENCO may also be involved with the permission of the parents. The meeting will involve the following:

Management/ SEND leader will explain the purpose of the meeting and the parents will be informed of the stages of procedure.

Assessment and monitoring, observations that have been completed by key worker/room leader will be discussed and shared.

Management / SEND leader will also discuss and share findings. They will move on to discuss what happens next.

Some aims and objectives will be identified and agreed upon based on the professional judgement of Millie's and the parents/carers, taking the best interest of the child into account as well as that of the child's peers and staff.

Further meetings may be held to ensure the progress of the child.

The parents/carers may also wish to arrange another meeting after having time to digest all the information that has been provided.

We will ensure a smooth and informative transition from Millie's to the child's next school by providing as much information as we can to inform them as to the child's needs and abilities. We will encourage visits to the school and accept visits from the school. If necessary we will encourage and continue with the visits even after the child has left our care providing it is in the child's best interest. We will work with all the professionals who have been involved in the child's case. As well as ensuring the school has a transition toolkit from us regarding the development of the child.

## **Further guidance**

Early Years Foundation Stage Statutory Framework (DFE March 2021) (effective as of the 1st September 2021)

Working Together to Safeguard Children (DfE 2018)  
SEND code of Practice (HM G May 2015)

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September 2021



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