



The Nursery's philosophy

We aim to provide all children with a broad and balanced learning environment that is committed to the inclusion of children with special educational needs and disability. Our philosophy is that all children with or without special educational needs and disability should have the opportunity to develop to their full potential alongside other children in an educational environment.

The aims and objectives of our SEND policy are:

- To provide and deliver the Early Years Foundation Stage framework - underpinned by our Montessori ethos and philosophy to all children attending Foxglove Violet Hill.
- To recognise and identify without delay any child's difficulties through observation and record keeping and to ensure delivery of the framework and care in the environment.
- To develop Parent Partnership by liaison and consultation to ensure well being for all and shared information acted upon.
- To engage outside professionals and specialists to ensure we can provide appropriate curriculum and support within the Nursery.
- To have regard to The Equality Act 2010 understanding that we **must not** discriminate against, harass or victimise disabled children, and we **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage.

Foxglove Violet Hill Special Educational Needs Co-ordinator

The name of our SENCO (Special Educational Needs Co-ordinator) is: **Lizz Reed**.

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The SENCO's role is to ensure that the aims and objectives are met by:-

- Using their knowledge of the Special educational needs and disability code of practice 2014 to ensure the individual needs of all children are met.
- Ensuring all practitioners at Foxglove Violet Hill understand their responsibilities to children with SEND and our approach to identifying and meeting SEND.
- Advising and supporting practitioners on SEND matters.
- Encouraging practitioners to access appropriate training.
- Coordinating the record keeping and information for children with SEND who attend Foxglove Violet Hill.
- Ensuring parents are closely involved throughout and that their insights inform the action taken by Foxglove Violet Hill. This may include arranging meetings with parents and other practitioners to set targets and to review IEP's.
- Liaising with professionals or agencies beyond Foxglove Violet Hill.
- Ensuring that accurate and detailed records are kept of meetings and discussions with parents and outside agencies and specialists.
- Seeking/preparing appropriate resources for SEND and ensuring that they are used efficiently, effectively and safely.
- Reviewing the SEND policy regularly with other interested parties.
- Monitoring the effectiveness of the policy.

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Arrangements for the admission and integration of children with SEND

If Foxglove Violet Hill receives an application from a child with an identified special need, to join, we will endeavour to collect as much information on the child's particular individual special need as possible, from both parents and other professionals who may be involved. This information will be used to assess what alterations to staffing arrangements and resources which may be needed.

The Nursery welcomes children from all backgrounds and of all abilities. See Policy 4 – Equality of Opportunity.

Specialist Facilities, Staffing and Resources for Children with SEND

On a typical morning session, at Foxglove Violet Hill, we work to a ratio of 1 adult to every 6 children aged 3 and 4 years and 1 adult to every 4 children aged 2 years. Practitioners support individual children within each session as appropriate. The same applies to each afternoon session. However the number of practitioners is appropriate to the number of children attending the session and always within legal minimums.

The Nursery has a range of resources to develop skills and abilities in the Prime and Specific areas of development identified in the Early Years Foundation Stage. We would aim to use these resources appropriately to support individual children. Foxglove Violet Hill would research the possibility of purchasing/borrowing specialist equipment/toys in order to meet a child's particular individual needs.

Our Nursery has wheelchair access. We have low tables and Postura chairs with equipment and activities being accessible to all children regardless of their individual needs.

Children with medical conditions

Foxglove Violet Hill will take steps to ensure that children with medical conditions get the support required to meet those needs. We will seek advice and further training when necessary.

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Early Years Foundation Stage (EYFS) Guidance

Our planning for activities and play takes full account of the Early Learning Goals across each of the seven areas of learning; Prime Areas - communication and language, physical development, personal, social and emotional development. Specific Areas - literacy, mathematics, understanding of the world, expressive arts and design.

Each child's ability is taken into account when planning and carrying out activities, making sure each child's individual needs are met.

Each child is appointed a Key Person who is responsible for the induction and monitoring of that child's progress. The Key Person will regularly report to parents. In addition, Foxglove Violet Hill will provide a Progress check at age two years and an EYFS profile when age appropriate meeting the requirements of the EYFS 2014 and SEND Code of Practice 2014.

Our curriculum planning allows for children of all abilities and stages of learning. Our long term planning outlines the resources we have available and this includes a variety of Montessori activities and experiences to stimulate development in all areas. We aim to plan each activity with differentiated learning targets and we alter the way activities are presented and the role of the adult to support individual needs.

We use observation to aid us in planning how to deliver the appropriate curriculum to meet the needs of any children with identified special needs. We also use these observations to monitor and evaluate our prepared environment.

We are aware of the importance of including all children attending the session in activities that cover all the areas of the framework. We would alter our learning environment in these ways:

- Moving Furniture and or the position of activities to ensure they are safely accessible.
- Using different ways of communicating with a child e.g. Makaton signing or use of symbols/visual timetable.
- Ensure all practitioners have access to training as appropriate.

Looked After Children

At the point that a child is identified as being a looked after child, the SENCO will arrange for a Personal Educational Plan to be put in place and procedures followed as per the advice provided by the local Early Years Consultant Team. (See www.suffolkcpd.co.uk)

Identification and assessment of Children with SEND

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At Foxglove Violet Hill we treat every child as an individual. Having regard to the Code of Practice of special educational needs and disability, our aim is to identify any difficulties being experienced by a child as early as possible in order to support them with their learning and development. The benefits of early identification are widely recognised – identifying needs at the earliest point and then making effective provision improves long-term outcomes for children.

Assess - Each child's Key Person will carry out a variety of observations to help to monitor all areas of a child's development. We carry out the 2 year old Learning and Development Summary Progress Check with children aged 2 years old to identify slower than expected significant emerging concerns or identified SEND. These observations are used to plan for their next steps. Particular consideration is taken on information on a child's progress in the EYFS Prime Areas; communication and language, physical development and personal, social and emotional development. Any concerns that are noted by staff will then be discussed privately with the parent/carer. The parents/carers will be fully involved at every stage. Other professionals will be contacted, with the parents/carers agreement, if needed for further assessments, advice and support. All the information is brought together with the observations of parents and considered with them.

Practitioners at Foxglove Violet Hill understand that a delay in learning and development in the early years may or may not indicate that a child has SEND, that is, that they have a learning difficulty or disability that requires special educational provision. Also, difficult or withdrawn behaviour does not necessarily mean that a child has SEND.

Plan - Our staff discuss the progress of the children attending Foxglove Violet Hill on a regular basis and if it is agreed that there is cause for concern regarding a child, the SENCO will liaise with the parents/carers and discuss the concerns in the strictest of confidence. The parents/carers will then be involved in how Foxglove Violet Hill supports their child. When it is decided to provide SEND support after formally notifying the parents, the Key Person and the SENCO will agree, in consultation with the parent, the outcomes they are all seeking, the interventions and support which need to be put in place, the expected impact on progress, development and behaviour and a clear date for review. The views of the child would be taken into account during this planning process whenever possible. The support and intervention provided will be selected to meet the outcomes identified for the child and will be provided by those practitioners with relevant knowledge and skills. The need for staff training will be identified and addressed accordingly.

If a child joins Foxglove Violet Hill with a recognised SEND, we would carry out observations and at the same time collect as much information regarding the child's progress to date from the parents/carers that they are willing to share. We may also adapt the learning environment, the activities we present and our teaching style in order to help the individual access the Early Foundation Stage Framework.

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We endeavour to seek funding or borrow special equipment or learning activities as appropriate and work with the parents/carers to put an Individual Learning Plan (IEP) in place to support their child's individual learning and development.

Parents /carers are involved in planning support and where appropriate, in reinforcing the provision or contributing to progress at home as part of our good practice.

Do - Primarily, the child's Key Person remains responsible for working with the child on a daily basis. With support from the SENCO, the Key Person will oversee the implementation of the interventions agreed as part of the SEND support. The SENCO will support the Key Person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review - The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and the quality of the support will be evaluated by the Key Person and the SENCO working with the child's parents and taking into account the child's views. Any changes to the outcomes and support for the child will be agreed with parents being involved in planning next steps.

Each stage is led and co-ordinated by the SENCO working with and supporting Key Persons/Practitioners with the use of EYFS materials, the Early Years Outcomes guidance and Early Support resources.

Involving specialists

When a child continues to make less than expected progress, despite evidence based observations, support and interventions that are matched with the child's area of need, the SENCO working with the Key Person would consider involving appropriate specialists. For example, speech therapists, portage workers, educational psychologists or Local Educational Authority advisory teachers. These specialists may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists would be taken with the child's parents/carers agreement.

If, despite 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 SENCO and child's Key Person would consider requesting an Education, Health and Care needs assessment. The decision to do this would be taken with the child's parents.

Transition

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SEND support will include planning and preparing for transition, before a child with SEND moves to another setting or school - See Transitions Policy 19. To support the transition, information will be shared by Foxglove Violet Hill with the receiving setting or school and the parents of the child will agree the information to be shared as part of the planning process.

Where a child attends more than one setting including Foxglove Violet Hill, our SENCO will liaise with the SENCO at the other settings to assist with the planning process ensuring a consistency in SEND support.

We will monitor our policy as follows:

- The SENCO will review the policy annually formally, and we will alter the policy if legislation demands.
- The SENCO will monitor the policy and will judge its effectiveness by how well the procedures outlined benefit the children with SEN.
- The SENCO will also encourage staff and parents to give their views on the policy and take this into account when it is reviewed.
- The SENCO will maintain a reference area of books and articles on special educational needs and disabilities updated as reprinted. All practitioners at Foxglove Violet Hill have access to this information.

Developing a Positive Partnership with the Parents and Carers

- We aim to form positive relationships with parents and families of all our children and we are aware that parents of children with identified Special Educational Needs and Disability need to feel closely involved with their child's education.
- We encourage parents to share their concerns with any member of staff at any time.
- The SENCO is responsible for organising time for parents to talk when an IEP has to be written or reviewed, the SENCO will set up a time convenient to the parents and encourage them to express their views.
- When the Nursery needs to approach a parent for the first time, the SENCO will talk to the parent quietly and privately either before or after the session. The Nursery will share with the parents all the observations and records they have gathered on the child and note parent's comments on the record.
- If the Nursery calls on any help, either from the Local Education Authority with responsibility for SEND or any other professional, the parent will be informed and asked for written consent if any observation is going to take place.

Complaints

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If any parents or members of staff have any complaints about our provision for children with special educational needs and disability, they should report it to the Principal or member of staff in charge in their absence. Every effort will be made to resolve the complaint.

Staff will try and help parents resolve any complaint as soon as it is brought to their attention either verbally or written.

If the parents are still not satisfied they can complain to Ofsted. See Complaints Policy 2.

Confidentiality

To meet the needs of all our children in our care it may be necessary at times to share information with parents and with staff in order to support the children's development. We may also need to seek help and advice from outside specialists and professionals. All information will be on a need to know basis and the relevant parent's permission will be requested. See Confidentiality Policy 3.

Useful Websites

EYFS development guide for parents 'What to Expect When?'

<http://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide/>

Communication resources from the Communication Trust

<https://www.thecommunicationtrust.org.uk/resources/resources/>

SEND toolkit – Council for Disabled Children

<http://www.councilfordisabledchildren.org.uk/resources/sen-and-disability-in-the-early-years-toolkit>

Information on children's communication

<http://www.talkingpoint.org.uk>

Special Educational Needs and Disabilities Local Offer

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How will Foxglove Violet Hill know if my child needs extra help and what do I need to do if I think my child has a Special Educational Need or Disability (SEND)?

At Foxglove Violet Hill we treat every child as an individual. Upon joining us, your child will be allocated a Key Person who is responsible for your child's development. We use observations and planning for their next steps and which helps us to identify any concerns which we will share with you, and with your consent, we will contact other professionals and specialists for advice and support. If you are concerned about your child's development in any way, you should speak to your child's Key Person or our SENCO at the earliest opportunity.

How will Foxglove Violet Hill support children with SEND?

Your child's Key Person will work in partnership with you and your child. This relationship will ensure that we can share knowledge concerning your child and their development. Through continual observations we can plan for your child's individual needs including assessing whether additional support from other professionals is needed. With your permission we may contact them for advice and guidance and put strategies in place as appropriate. We also involve and consult the child in each stage of the four stages of action – assess, plan, do and review.

How will Foxglove Violet Hill create learning and development opportunities for individual children with SEND?

Every child is unique therefore we plan for your child's development based on observations of your child and evidence gathered for their 'My Montessori Learning Journey' document. The environment your child works and plays in will be appropriate for their individual needs and abilities. Additional support and resources will be supplied as appropriate. We will use our Montessori principles, ethos and materials as part of this support.

How does Foxglove Violet Hill work in partnership with parents?

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A strong relationship between Foxglove Violet Hill and parents is most important to us. You will have access to your child's 'My Montessori Learning Journey' at any time and a 'home to nursery book' can be offered to share between us if you cannot visit us on a regular basis i.e. when dropping off or collecting your child. Your child's Key Person will meet with you once per term to discuss their development. Our SENCO, Lizz Reed will also meet with you to discuss and implement any strategies or plans – Individual Educational Plan (IEP). We will also give ideas for activities to be done at home.

How does Foxglove Violet Hill support the wellbeing of young children with SEND?

We offer a starter session which will familiarise your child with the nursery and their Key Person. It will also enable support for your child to be discussed before they start. Care routines will be discussed including toilet training. We can administer prescribed medicines with the completion of the appropriate form. If additional training is required to administer medicines, we will undertake this as necessary.

Promoting positive behaviour is important to us. We will always discuss any behavioural concerns we may have with you in order to maintain a consistent approach between home and nursery. A child can demonstrate difficult behaviour without necessarily having SEN.

The safety of our children is paramount. All of our entrance doors are digitally locked. Children are only permitted to leave the premises with a named authorised person.

We undertake risk assessments on the building, outside environment, toys and equipment every day before the children arrive. Risk assessments are always undertaken in advance of any outings off site and any special events held on the premises.

What training and experience does the staff at Foxglove Violet Hill have in supporting children with SEND?

All staff at Foxglove Violet Hill are Paediatric First Aid trained and have undertaken safeguarding training. Staff have also undertaken Makaton training. The SENCO has undertaken SEND training and attends workshops and meetings to keep up to date with policies and legislations.

All staff are regularly kept updated on SEND matters and are given advice, guidance and training as and when needs are identified. We continually reflect on our practice and training is refreshed regularly.

What specialist services and expertise is available to Foxglove Violet Hill?

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Our Nursery has access to advice and guidance from our Suffolk County Area SENCO, Family Centres, local Occupational Therapist and Physiotherapist, Specialist Teachers and Speech and Language Therapists. We make contact with any professional or specialist as required to meet individual needs.

How does Foxglove Violet Hill include children with SEND in community based activities and outings?

All children are included on outings in the local community. You will be asked for your consent for your child to take part and any needs are identified and planned for. Risk assessments are completed for any outings off site. We have one adult to two children as a minimum adult to child ratio and this would be decided as part of the risk assessment if more adults would be required.

How accessible is Foxglove Violet Hill?

We will work closely with you to access any specialist equipment that may be required. The Nursery is on one level with flat access. Viewing of the nursery is essential to decide upon the suitability of the Nursery building for your child.

Visual aids are used to assist children with the routine and Makaton used to assist with language and communication. We also support children with English as an additional language and have a variety of books to support this.

How will Foxglove Violet Hill prepare and support my child in the transition to a new early years setting or school?

Before your child joins us, we encourage you to visit the Nursery with your child so that you can become acquainted with the environment. We work closely with each family to develop a settling in routine to meet individual needs.

If your child attends more than one setting or is moving to a different setting, we share the developmental records with that setting with your permission.

We work closely with local schools to arrange visits for the children to the schools and the teachers to come to visit our Nursery to meet the children to aid their transition on to school.

How are Foxglove Violet Hill resources allocated to meet the individual needs of children with SEND?

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We accept Early Years Education Funding for 2, 3 and 4 year olds and budget accordingly to ensure we can offer an inclusive environment offering suitable resources and quality care.

How is the decision made about what type and how much support my child with SEND will receive?

Your child's Key Person and SENCO will work closely with you and other professionals and specialists to determine your child's needs. We have regular staff meetings to involve all practitioners in any support required. In addition, the Key Person will be able to identify any additional support through observations and assessments required by the Early Years Foundation Stage and an Individual Education Plan will be put in place as necessary.

How are parents involved at Foxglove Violet Hill?

We are a private Nursery i.e. not owned by the local government. We do not have a parent helper system. However, forming strong relationships with parents and families is very important to us. It is always a pleasure to welcome parents and family members through our doors for them to share their talents and interests with us. Parents are invited to visit the Nursery for a stay and play session on a termly basis. We send out newsletters each term but also keep parents updated with additional news and events throughout the term via letters, posters and our website. We have also been very fortunate in the past to receive help from families in the development of our garden area and ICT equipment.

Who can I contact for further information?

Detailed information is available in our policies such as Special Educational Needs and Disability, Safeguarding, Equality of Opportunity and Behaviour. These are available on our website or in the Nursery.

To discuss any matters, please contact the Principal or SENCo on 01449 770950. You can also email us via our website www.foxglovemontessori.co.uk

This policy will be reviewed by the SENCo and Principal every year or earlier if it is considered necessary.

Signed for and on behalf of Foxglove Violet Hill

Lindsey Harvey (Principal) :

Date :

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