

A Parent's Guide to Special Educational Needs and Disabilities (SEND)



The SEND Code of Practice: 0-25 years (2015) is statutory guidance for organisations that work with and support children and young people who have special educational needs or disabilities. The guidance sets out the provision every setting should have in place.

If your child is identified as having a Special Educational Need and Disability this will mean that they may need extra support to learn and to reach their full potential. At times, these children will need specific interventions to ensure that they have the right support that they need.

To start with, the nursery will implement an Inclusion Support Plan (ISP) with small targets to help the child make progress and will adapt activities and the environment to ensure they have access to all opportunities. As parents you will be involved in each step we take.

When developing an Inclusion Support Plan for your child we will follow a four-part cycle, known as the graduated approach. Through this, earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the child's needs and what supports the child in making progress and securing good outcomes. The four stages of the cycle are:

- **Assess** – What is working well and what is not working well for the child. Priorities and desired outcomes will be discussed.
- **Plan** – Development of the plan, setting small, measurable, achievable, realistic, and timed (SMART) targets. An example of a smart target is playing a game with 1 peer where an adult uses language such as my turn, your turn for 10 minutes per day.
- **Do** – At this stage, the Key Person will carry out the activities identified on the plan every day for six–eight weeks.
- **Review** – The plan will be reviewed, and the nursery will review what the child has achieved. Parents will be involved in the review of this plan. Once the review has taken place the cycle of the graduated approach will start again.

Making Referrals

It may be necessary for us to make referrals to other professionals, such as, a speech and language therapist or a paediatrician to gain expert help for your child. To make the referral we will need to submit one inclusion support plan that has been reviewed and one that is in progress. The nursery SEND co-ordinator can make the referral for you, but you can also talk to your GP or health visitor about this.

Applying for Support Funding

Most children with additional or special educational needs and/or disabilities will not require special resources or enhanced staffing to be successfully integrated into our Nursery. However, some children with more complex needs may benefit from enhanced provision or additional resources for a period of time.

Statutory Guidance places a requirement on local authorities to establish an Early Years SEN Inclusion Fund to support 3- and 4-year olds with emerging SEND. The purpose of the fund is to further assist us to implement strategies to support your child's learning and development.

The nursery SEND co-ordinator can apply to the local authority for the funding. Funding may enable us to pay for support services, specialist resources or training. Once the funding has been awarded the local authority will write to the nursery to inform them of this.

Education, Health and Care Plan (EHCP)

Sometimes a child or young person needs a more intensive level of specialist help that cannot be met from the resources available at the Nursery. In these circumstances, you or your child's nursery could consider asking your local authority for an Education, Health and Care (EHC) needs assessment for your child.

An EHCP is a document that sets out the provision that the child will need in the nursery. The EHCP also includes the outcomes for the child which will also include how the professionals will help the child to meet these. The nursery SENDCO will complete the EHCP request to the local authority. Once this has been accepted the child will be visited by an Educational Psychologist who will observe the child and assess their needs. The report from this visit will be shared with parents and all professionals involved with the child. A SEN case officer will also be assigned to the child. The case officer will lead the process but also act as an advocate for the parents and child. The EHCP process will take 20 weeks.

Supporting Transitions to School

When a child with SEND is transitioning to school, we will arrange a transition meeting. Parents will be involved in this and other professionals may join the meeting. The child will go on more regular visits to the school and, where possible, the key person will come along as well. We will ask the class teacher to send photos of the school, including the classroom, and the teacher/teaching assistant so that we can make a transition book to share with children. The EHCP and other reports and documents will be shared with the school.

The Role of the Nursery SENDCO

The nursery SENDCO's role is to have an oversight of all children with special educational need and disabilities. The SENDCO will help the nursery practitioners to support children and help with writing targets. The nursery SENDCO will make referrals, apply for funding and completed EHCP paperwork involving parents at every stage. The nursery SENDCO will be there to advise practitioners and as a point of contact for parents.

ICP Nurseries also has a designated Lead Special Educational Needs Co-ordinator. The Lead SENCo's role is to provide training, advice and guidance to our nurseries on the development of inclusive early learning environments.

Where to Find More Information.

Every local authority must identify education, health and social care services in their local area provided for children, young people and families who have SEN or disabilities and include them in an information directory called the **Local Offer**. You will be able to find this information on your local authority's website.

The SEND guide for parents and carers explains how the system that supports children and young people with special educational needs and disability (SEND) works:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>