



Grow Learn Play Project CIC

SEND Policy 2025

All Early Years Settings have had a legal obligation to Special Educational Needs. The purpose of this policy is to give information about how the setting implements support with Special Educational Needs.

Grow Learn Play Project CIC is a fully inclusive setting, and all staff are committed to providing the best education possible for every child. We believe all children and young people are entitled to a learning environment that enables them to make progress so that they:

- achieve their best.
- become confident individuals living fulfilling lives,
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students, and all staff. It includes individuals with Special Educational Needs and/or a Disabilities, vulnerable children/children in Public Care (Looked After Children), as well as those from minority ethnic groups, travellers, individuals learning English as an additional language and any other diverse cultural groups. Those with specific medical needs; suffering from low self- esteem; or experiencing mental health difficulties are also included.

Accessibility:

The Special Educational Needs and Disability (SEND) Code of Practice makes it unlawful for settings and LEAs to discriminate against people with disabilities without justification.

The Grow Learn Play Project CIC aims to cater for the whole community regardless of any disabilities or needs they may have.

We will endeavour to insure that:

- Premises will be physically accessible to all members of the community; the setting is on one level and ramps are positioned where necessary.
- Disabled toilets are located within the building.

Aims

- Both children and adults will be supported and encouraged to develop their independence, confidence and to support their unique needs.
- To create a safe, secure, and inviting environment that promotes positive behaviour and high self-esteem.
- To encourage and support both children and adults to become positive role models.
- To enable all to see the reason for expectations and responsibilities and behave accordingly.
- To encourage everyone to respect and take responsibility for themselves, for others, for belongings and for the environment.

- To have clear and open communication with children/parents/carers over any shared achievements or concerns.
- The Grow Learn Play Project CIC has a commitment to ensure all staff and volunteers work within the aims of the Behaviour Plan and anti-Bullying Policy.
- It is our practice to ensure the safety of the children and adults within our setting. We have a legal obligation to report any concerns we may have to the appropriate authorities.
- Work alongside other professional agencies to promote inclusive practice.
- Staff to update their inclusive training.
- Making inclusion a thread that runs through all the activities of the setting.
- Ensuring that children who speak languages other than English are supported in the development of their first language.
- Encourage children to contribute stories of their everyday life.

Equality and Inclusion for children with Special Educational Needs and/or disabilities (SEND)

What is SEND?

“A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than most others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

How does our setting know if children need extra help?

Identification, Assessment, and review

The Special Educational Needs and Disability (SEND) Code of Practice outlines a graduated response to children’s needs, recognising that there is a continuum of need matched by a continuum of support.

The setting maintains information about the identification, assessment, and provision for each child. A register is kept of children with SEND.

Where concern is expressed that a child may have SEND the Key Person and Manager/SENDCo take prompt action to assess and address the difficulties. The Oxfordshire SEND toolkit offers guidance on provision We know when children need additional support if:

- Concerns are raised by Parents/Carers.
- Concerns are raised by keypersons and other staff.
- Concerns are raised by outside agencies.
- There is a lack of progress over two terms (e.g. from September to Easter).
- There is a change in the child’s behaviour.
- A child asks for help.

Where children’s progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality learning opportunities targeted at specific areas of difficulty, it *may* be that the child has SEND. Information will be gathered, including seeking the views of parents and the child where possible, as well as from staff observations and formal assessments.

There can be many reasons for children not meeting their developmental goals, these may include absences, attending lots of different settings, difficulties with speaking English, or worries that distract them from learning. The setting understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable children have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Roles and Responsibilities

Provision for children with SEND - it is a priority for all staff to be aware that individual children’s needs may be present in different learning situations. Therefore, all staff have the responsibility in helping to meet an individual’s special educational needs. It is imperative that the Early Years Practitioners follow settings procedures for identifying, assessing, and making provision to meet these needs.

The Directors have a legal responsibility for effectively implementing this policy and provision for children with special educational needs.

When there is a concern about a child’s development an SEN Support and Outcomes Plan will be put in place after consulting and working in partnership with the child’s parents/carers, key person, and designated SENDCo. SMART targets will be set, and the progress of the child will be monitored and reviewed on a twelve-week basis.

Other professionals that may be involved in working in partnership with the parents and the setting are Early Years Advisory Team, Speech and Language therapists, occupational therapist, and paediatricians.

What types of special educational need do we provide for?

The Special Educational Needs and Disability (SEND) Code of Practice identifies four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional, and mental health difficulties
4. Sensory and/or physical needs

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| Communication and interaction | Speech, Language and Communication Needs (SLCN) Autistic spectrum condition (ASC) Anxiety Attention Deficit Disorder (ADD/ ADHD) |
| Cognition and learning | Learning needs (LD) Specific learning difficulties (SpLD) e.g. Dyslexia |
| Social, emotional, and mental health | Autism (ASC) Anxiety Depression ADD/ADHD Attachment concerns Unexplained medical conditions e.g. eating disorder |
| Sensory and/or physical | Hearing Visual Physical |

At any given time, we have a small number of children experiencing difficulties in one or more of these areas of need. This may be a short-term issue which may be resolved with targeted, timely support or it may be a difficulty relating to a long-term issue or disability which may need a programme of on-going, rigorously evaluated and highly individualised support.

Levels of support offered by Grow Learn Play Project CIC:

Stage 1: All children will receive well-differentiated, quality learning opportunities including, where appropriate, the use of small group interventions.

Stage 2: Children will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all children in the setting and will therefore be identified as having a special educational need as defined by Special Educational Needs and Disability (SEND) Code of Practice

Stage 3: A small number of children may need support which requires a more individualised and specialist programme of support. In this instance the setting will follow the statutory procedure for conducting an outcome plan which *may* result in the writing of an Education Health and Care Plan. The setting will ensure that children with Education, Health, and Care Plans, will have access to all arrangements for children on the SEND list (above) and, in addition to this, will have a three-monthly review of their outcome plan.

Who is responsible for children with SEND?

All Staff are responsible for the day-to-day teaching of children with SEND in their room particularly the keyperson of the child. The manager has overall responsibility for the learning, care, and safety of all children in our setting.

Rachel Gilkes is our Special Educational Needs & Disability Co-ordinator (SENDCo). It is the SENDCo's responsibility to organise support for children with SEND across the setting.

All the staff in our setting work in partnership with the Manager/SENDCo to meet the needs of our children with SEND.

What should I do if I think my child may have SEND?

If you have concerns, please contact either your child's keyperson or SENDCo (SENCO): - rachelgilkes@glpp.uk

What training or specialist expertise does our staff have around supporting children with SEND?

OUR SENDCo is a qualified Early Years Practitioner with SENDCo training. Several other staff within the setting have also completed the SENDCo training.

All our staff have undertaken a range of training which supports children with SEND and continue to do so through an annual cycle of professional development. Where a specific need is identified the setting will seek specialist advice and support.

How is provision for SEND made within the setting?

Provision for SEND is in the main funded through the settings budget which incorporates an allocated SEN fund. If the setting feels the pupil needs support more than this figure and can demonstrate a planned and costed programme of support is in place which exceeds the statutory expectations as set out in the county's SEN descriptors, we can apply to the Higher Needs Funding Block to meet these additional costs.

How is provision for SEND evaluated within the setting?

Provision for any child which is additional to their peers is recorded and evaluated through the Child's observations, progress trackers and individual activity plans. These documents allow the staff to closely monitor the support for all vulnerable children including those with SEND and is reviewed on a termly basis. Provision can then be amended, developed, or continued as an outcome of this review process.

Where it is considered appropriate a child may also have an Early Years SEN Support Outcomes Plan to set targets, record the support given to help the child achieve these targets and evaluate outcomes; however, this is not a statutory expectation and a decision to maintain outcome plans is made on a case-by-case basis.

How will you be supported to share your views?

All parents/carers are encouraged to contribute to their child's education.

You are welcome to do this through:

- Discussions with the keyperson
- During parent consultations
- During planned discussions with (SENDCo)
- Shared written information, for example, if your child has a home-nursery communication book.
- Using the 'Preparing to review the EY SEN Support and Outcomes plan' document for parents/carers.

How are children with SEND encouraged to share their views?

Children with SEND are closely observed by their keyperson and planned for according to their current interests and stage of development. Parents are asked to fill out an 'All about me' with the child (where age appropriate) to give us a more in depth understanding of their child's likes and dislikes. If the child can talk, we can use the 'recording the views of the child' document before each outcome plan is reviewed.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding the support your child is receiving, please contact Jemma Kerby (Manager/Director/Educational Lead).

Jemma.kerby@glpp.uk

What specialist services and expertise can be accessed by our setting?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by our school include.

- Speech and Language Team
- Educational Psychologist
- Occupational Therapist
- SEND Team
- Visual Impairment
- PD (physical disability) outreach
- Multi-Agency Support Team
- Social Care Support

How does Grow Learn Play Project CIC support children with SEND?



What will our setting do if your child is making slower progress?

We will have a meeting with you to discuss the additional support your child may need.

This may include:

- Follow a graduated response: Identify, assess, plan, do and review.
- Support in a small group.
- Individual focused activity plans.
- Careful monitoring
- Work in partnership with parents/carers.

After a review of the support already given, it may be necessary to make a more detailed plan. This might include advice from outside agencies.

How accessible is the learning environment?

As a setting we are happy to discuss individual access requirements, if you wish to discuss your needs relating to the accessibility of the environment, please arrange a time to see the Manager, Jemma Kerby.

How does GLPP support children with SEND joining or leaving our setting?

At Grow Learn Play Project CIC we understand that moving setting can be a worrying time for children and their families. We try to make this easier by:

- Planning home visits.
- Sharing information between nursery/home and other settings if your child has SEND or if there is a concern that they have additional needs.
- At times children may need to have an 'enhanced' transition, in these cases we will work with you and other professionals to offer extra support.
- All children will have a transition with their keyperson up to their next room.
- If your child needs a little more support with moving rooms and change of keyperson, we will create a more detailed plan of action to help them with the move.
- Sometimes parents and the SENDCO will need to make more detailed plans to support with choice of school and/or more visits to the new school.

Annual Reviews

For children with an EHCP (Education, Health & Care Plan), an annual review meeting must be held in addition to regular termly reviews. At this meeting, consideration is given to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives/goals for the following year. All relevant professionals, including those who contributed to the original EHCP are invited to attend or submit a written report.

English as an Additional Language (EAL)

English as an Additional Language is not deemed to be a special need. EAL children will receive interventions by an appropriate member of staff who will support their integration into the setting and speed up their acquisition of English.

Vulnerable Learners (inc Refugee)

A child may be deemed vulnerable as a learner at any point throughout their school life if they are not achieving in line with their peers or are not making expected progress over a measured period of time. It is the responsibility of all staff to monitor and track attainment and progress for all vulnerable children. Strategies for support will come in the first instance through Quality First Teaching, differentiation, scaffolding, intervention, specialist in-school support or additional staff support. If these strategies are not successful, the SENDCo will initiate further investigation and possible 'SEN support' or an outside agency referral may be made.

HM Armed Forces Children

Children who have been identified as residing with one or both parents in the armed forces, will be offered the same opportunities as every other child at GLPP. Support will be put in place as identified in this policy as and when necessary. Support for parents in HM Armed Forces: Parents serving in HM Armed Forces can also access the Children's Education Advisory Service (CEAS), an information, advice and support service established specifically for Service parents. It covers any issue relating to their children's education, including SEN. More information about CEAS may be found on the CEAS website: <https://www.gov.uk/childrens-education-advisory-service>.

Looked After Children (LAC)

Any child in residential, foster care, special guardianship or previously cared for will have a detailed Personal Education Plan (PEP) which includes care, education, and health needs. GLPP has a SENDCo responsible for making sure the relevant parts of the plan are supported whilst the child is in the setting. Strategies for support will come in the first instance through Quality First Teaching, differentiation, intervention, specialist in house support or additional staff support. Funding which is made available for LAC children can be used to support achievement. If these strategies are not successful, the SENDCo will initiate further investigation and possible 'SEN support' or an outside agency referral may be made.

Looked After Child (LAC) Review GLPP will support a statutory review meeting which convenes regularly to review and discuss the child's care, health, and education plans (PEP). The meeting should include social care, education, and health professionals, along with the foster carers, parents and any other professionals working with the child. The SENDCo will be responsible for monitoring progress and attainment. There is a designated safeguarding lead (DSL) at GLPP to ensure all children are safe and make the expected progress of which they are capable. However, all staff are responsible for the safeguarding of children and adults in the setting. These members of staff will also communicate with the Virtual Head for CWCF and the Local Safeguarding Children's Board.

Partnership with parents

All staff will continue to forge home/setting links to encourage parents to be partners in their children's learning. Parents are involved from the outset and are encouraged to discuss any concerns with staff as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with staff, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour within the setting. They are consulted before outside agencies are involved and are included as far as possible in the implementation of strategies. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held three times per year, but parents are welcome to arrange meetings at other times to discuss any aspect of their child's progress with their Key Person, Manager or SENDCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English.

Transfer Arrangements

- SEND Action Records are transferred following agreed procedures.
- Children with SEND can make advanced visits to new school/settings, if required so they will become more confident in their new situation.
- SENDCo are available for consultation before the time for transfer.
- For children with EHCP, the EHCP will transfer with the child. The parent's views and preferences will be passed on.
- SENDCo, where possible attends the Final Annual Review.

Staff Development

- The setting is committed to enhance expertise in SEND.
- There is regular on-going training for Practitioners.

Whole staff in-service training sessions are arranged as appropriate, in response to particular needs.

Monitoring and Reviewing Responsibility

Any complaint or grievance should be made to the Manager who will refer the matter to all Directors (see grievance Procedure-staff), and Complaints Procedure (users).

Where can I find Local Authority information about SEND?

Oxfordshire SEND Toolkit has information regarding the local offer. Here you will find information about how the Local Authority expects settings to meet the needs of children with SEND and their families; this is called the 'Local Offer.'

Supporting Children with Medical Conditions

Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Some may also have Special Educational Needs (SEN) and may have a statement, or Education, Health, and Care Plan (EHCP) which brings together health and social care needs, as well as their special education provision. For children with medical conditions which require EHCP plans, compliance with the SEND code of practice ensures compliance with the statutory elements of the Department for Education guidance published in September 2014 with respect to those children.

Key Roles and Responsibilities

The Directors are responsible for:

- The overall implementation of the Supporting Children with Medical Conditions at Grow Learn Play Project CIC.
- Ensuring that the Supporting Children with Medical Conditions does not discriminate on any grounds including, but not limited to ethnicity/national origin, culture, religion, gender, disability, or sexual orientation.
- Ensuring that all children with medical conditions can participate fully in all aspects of the nursery setting.
- Ensuring that sufficient staff have received suitable training and are competent before they take on responsibility to support children with medical conditions.
- Guaranteeing that information and teaching support materials regarding supporting children with medical conditions are available to members of staff with responsibilities.
- Ensuring that the setting's procedures to be followed for managing medicines on the premises and that written records are kept of all medicines administered to children.
- Ensuring that the setting's sets out what should happen in an emergency.
- Ensuring that the setting is explicit about what practice is not acceptable.
- Ensuring that the setting sets out how complaints may be made and will be managed concerning the support provided to children with medical conditions.

The Directors are responsible for:

- The day-to-day implementation and management of the Supporting Children with Medical Conditions of Grow Learn Play Project CIC.

- Ensuring the procedures are developed and effectively implemented with partners.
- Making sure that all staff are aware of supporting children with medical conditions and understand their role in its implementation.
- Making sure that all staff who need to know are aware of a child's medical condition.
- Overall responsibility for the development of Individual Healthcare Plans (IHCPs).
- Consulting with healthcare professionals regarding the training required for staff. Including training in the administration of injections.
- facilitating the recruitment of a member of staff for the purpose of delivering the care of a child with a medical condition that may need 1:1 care.
- Contacting relevant health care professionals (e.g. health visitors) in the case of any child who has a medical condition.

Staff members are responsible for:

- Taking appropriate steps to support children with medical conditions.
- Where necessary, making reasonable adjustments to include children with medical conditions into lessons.
- Administering medication if they have agreed to undertake that responsibility.
- Undertaking training to achieve the necessary competency for supporting children with medical conditions if they have agreed to undertake that responsibility.
- Familiarising themselves with procedures detailing how to respond when they become aware that a child with a medical condition needs help.

Children with medical conditions:

It is recognised that children will often be best placed to provide information about how their condition affects them however the ability to do this is dependent on their age and ability to communicate. Other children will often be sensitive to the needs of those with medical conditions, even at nursery age (3-4 years).

Parents and carers are responsible for:

- Providing the setting with sufficient and up-to-date information about their child's medical needs.
- Keeping the setting informed about any changes to their child/children's health.
- Completing a Parental Agreement form for the setting to administer medicine before bringing medication into the setting.
- Discussing medications with their child/ren prior to requesting that a staff member administers the medication (if appropriate).
- Providing the setting with the medication their child requires and keeping it up-to-date and collecting any leftover medicine at the end of the course or year.
- Involvement in the development and review of their child's Individual Healthcare Plan (IHCP) in collaboration with the Manager, other staff members and healthcare professionals.
- Conducting any action they have agreed to implement as part of their child's IHCP e.g. provide medicines and equipment.
- Ensuring they or another nominated adult are always contactable.

The Local Authority (LA) is responsible for:

- Promoting cooperation between relevant partners and stakeholders regarding supporting children with medical conditions.
- Providing support, advice and guidance to settings and their staff.
- Working with settings to support children with medical conditions to attend for their full entitlement.

Healthcare professionals, including health visitors, GPs and paediatricians are responsible for:

- Notifying the setting when a child has been identified as having a medical condition which will require support at the setting.
- Consulting locally with lead clinicians on appropriate support, (e.g. support in the setting for children with particular conditions such as asthma, diabetes, epilepsy).

Providers of health services:

- Should co-operate with the setting that is supporting children with a medical condition, including appropriate communication, liaison with health visitors, school nurses and other healthcare professionals such as specialist and children's community nurses.
- Participate in locally developed outreach and training.
- Provide valuable support, information, advice and guidance to settings, and their staff to support children with medical conditions at nursery.

Definitions

- "Medication" is defined as any prescribed or over the counter medicine.
- "Prescription medication" is defined as any drug or device prescribed by a doctor.
- A "staff member" is defined as any member of staff employed by Grow Learn Play Project CIC

Managing medicines

Prescription [and non-prescription in essential situations] medicines will only be administered at the setting:

- When it would be detrimental to the child's health.
- Where we have parents' written consent The only exception to this is where the medicine has been prescribed to the child without the knowledge of the parents. Children under sixteen will not be given medicine containing aspirin unless prescribed by a doctor. Anyone giving a child any medication (for example, for pain relief) will first check maximum dosages and when the previous dosage was taken. Parents will always be informed.

The setting will only accept prescribed medicines that are:

- In-date
- Labelled
- Provided in the original container, as dispensed by the pharmacist, and include instructions for administration, dosage, and storage. All medicines will be stored safely. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens will always be readily available to children and not locked away. Medicines will be returned to parents to arrange for safe disposal when no longer required.

Training of staff

- Staff will receive training on the Supporting Children with Medical Conditions as part of their new starter induction.

- Staff will receive regular and ongoing training as part of their development.
- Training will be provided to ensure that staff are competent and have confidence in their ability to support children with medical conditions, and to fulfil the requirements as set out in individual healthcare plans.
- Staff who undertake responsibilities will receive appropriate training as required.
- No staff member may administer prescription medicines or undertake any healthcare procedures without undergoing training (updated to reflect any individual healthcare plans).
- No staff member may administer drugs by injection unless they have received training in this responsibility.
- Records of training undertaken and dates, the name of the clinical lead for the training and a list of staff qualified to undertake responsibilities under this policy will be kept by the Manager.

Individual Healthcare Plans:

- Where necessary, an Individual Healthcare Plan (IHCP) will be developed in collaboration with parents/carers, setting Manager, Special Educational Needs & Disability Coordinator (SENDCo) and medical professionals.

Individual Healthcare Plans must:

- Be clear and concise.
- Be easily accessible whilst preserving confidentiality.
- Contain details of the medical condition, its triggers, signs, symptoms, and treatments.
- List who needs to be made aware of the child's medical condition.
- Outline specific support for the children's Educational, Social and Emotional needs.
- Include relevant SEN information.
- Be reviewed annually or when a child's medical circumstances change, whichever is sooner.
- Outline the level of support needed and state who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the child's medical condition from a healthcare professional; and cover arrangements for when they are unavailable.
- A plan of what action needs to be taken in an emergency.
- Written permission from parents and the Manager for medication to be administered by staff or self-administered by the child if appropriate.
- Arrangements for trips or other activities outside of normal sessions that will ensure the child can participate (i.e. risk assessments).

Unacceptable Practice

When considering the acceptability of practice, staff should use their discretion and reference to the child's Individual Health Care Plan.


It is not acceptable practice to.

- Prevent children from easily accessing their inhalers and medication and administering when and where necessary.
- Assume that every child with the same condition requires the same treatment.

- Ignore the views of the child or their parents; or ignore medical evidence or opinion (although this may be challenged).
- Send children with medical conditions home frequently or prevent them from staying for normal setting activities, including lunch, unless this is specified in their Health Care Plans.
- If a child becomes ill, leave them unaccompanied or with someone unsuitable.
- Penalise children for their attendance record if their absences are related to their medical conditions e.g. hospital appointments.
- Prevent children from eating, drinking, taking toilet or other breaks whenever they need to manage their medical condition effectively.
- Require parents to attend the setting to administer medicine or provide medical support to their child, including toileting issues.
- Prevent children from participating or create any barriers to children participating in any aspect of nursery life, including trips, e.g. by requiring parents to accompany the child.

Complaints

Parent/carers concerns about the support provided for their child with a medical condition should be directed, in the first instance, to the designated lead for supporting children with medical conditions. If, for whatever reason parents/carers feel their concerns have not been addressed, they may make a formal complaint via the setting's Complaints Procedure.

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| Adopted by the Directors of Grow Learn Play Project CIC | | January 2025 | |
| Signed by a Director | |  | |
| Last reviewed: | January 2025 | Date of next review | January 2026 |