



Hillbury House Nursery

Registered Day Nursery (130690)

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SEND Policy

(Special Educational Needs and Disability)

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 and this has been written with reference to the Equality Act 2010, The Children & Families Act 2014 and B&H Special Educational Needs and Disability (SEND) Strategy 2021-2026.

We provide an environment in which all children are supported to reach their potential.

Hillbury House SENCO: Liz Woolley, Kelli Sweet and Charis Minter

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Introduction

Aims and values

- We welcome, embrace, include and celebrate all children in our provision
- We have regard for the Code of Practice guidelines
- We help provide support for parents and children with SEND
- We work in partnership with parents and other agencies to meet individual needs
- We identify the specific needs of the individual child with SEND and meet needs through a range of strategies

Definition of SEN

Special Educational Needs (SEN) is a legal term. It describes the needs of a child who has a learning difficulty or disability which calls for special educational provision to be made for him or her (Children & Families Act 2014). A disability is defined under the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities.

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- Behaviour or ability to socialise, for example they struggle to make friends
- Reading and writing, for example, because they have dyslexia



- Ability to understand things
- Concentration levels, for example, because they have ADHD
- Physical ability

Every teacher is a teacher of every child or young person including those with SEN.

This policy was developed to provide and ensure all staff understand and are aware of the strategies and needs of children with SEN. Every child's needs are constantly changing which requires staff to adapt to a range of teaching styles to meet these needs.

This information is shared through communication, forms and other communication methods with staff and other stakeholders, including parents and families, when necessary.

Identifying Special Educational Needs

Parents or other agencies may inform us about a child's development. Staff may also become aware that a child is experiencing difficulties through their observations and monitoring, early identification and intervention. Many early concerns respond to the general strategies that we use to help children with their learning. If a child does not make progress despite this support, further action is indicated.

SEND 4 areas of need

- Communication and Interaction
- Cognition and Learning
- Social, Emotional & Mental Emotional Health
- Sensory and/or Physical Needs

These 4 areas give an overview of the range of needs that should be planned for. The purpose of the identification is to work out what action we as a setting need to take, not to fit a child into a category.

At Hillbury House, we identify the needs of the child by considering their holistic needs which will include not just the special educational needs of the child or the young person.

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which, as a setting we will be able to identify and recognise



as we know the child/children very well. However, where there are concerns, there should be an assessment to determine whether there are any factors such as an underlying learning or communication difficulty.

In addition to formal checks, early years practitioners should monitor and review the progress and development of all children throughout the early years- key person and tracking.

Graduated Approach to SEN Report

It is particularly important in Early Years that there is no delay in making any necessary special educational provision.

At Hillbury house we monitor and review our practice and adjust if necessary. We use a graduated approach after identification:

Assess- To identify a child/young person's special educational needs

Plan- Having formally notified the parents, the practitioner and the SENCO should agree in consultation with the parents to put a support plan in place, taking in to account the children's views.

Do- Ensure that appropriate intervention and support is in place for the child/young person- from key person, SENCO or other agencies.

Review- To consider the effectiveness of the support programme and impact on the child/young person

Involve outside agencies- To provide or guide specialist support where it is clear that the child/young person, despite evidence-based support have made less than expected progress.

(Brighton & Hove Council)

A small number of children with more significant needs may require further statutory assessments of their needs which could lead to an EHC (Education, Health and Care Plan).

We maintain a record of how we support children with SEN and disabilities.