

Howe Dell Day Care

Special Educational Needs and Disabilities Policy

Policy adopted in August 2007, to be reviewed May 2026

Aim

At Howe Dell Day Care, we provide an inclusive and stimulating learning environment where children feel secure and are confident learners. We aim to develop each child to the highest levels of personal achievement and children will be encouraged to develop intellectually, physically, creatively, emotionally and socially. We recognise that every child is unique and develops in a different way and has varying learning styles.

Through observation and listening to the children, we plan learning opportunities, which provide first-hand experiences to match individual needs. Our commitment is to removing barriers to learning and success, giving children every opportunity to achieve their full potential, through a broad, balanced and relevant curriculum, ready to make the transition into essential education.

Staff will agree an appropriate programme making sure parents are involved with this and their opinions valued. Each child's progress will be monitored, and programme adapted if necessary.

Parents (The term 'parent' implies any person or body with parental responsibility such as foster parent or carer)

We have regard for the Special Educational Needs Code of Practice (2015).

We ensure our provision is inclusive to all children with special educational needs. Staff will have a positive attitude and work as a team to ensure inclusion is successful. We identify the specific needs of children with special educational needs and meet these needs through a range of SEN strategies.

Procedure

Day Care designates two members of staff to be Inclusion Leads (SENCOs) Alison Reck and Melissa Esty. Room Leaders will liaise with SENCO regarding children within their rooms. We will liaise with the SENCO within the school to aid transition. The Howe Dell School SENCO is Sheryl Wall.

We will work in partnership with outside agencies to seek advice, support and training when necessary. Day Care will consult with the local Inclusion Development Officer (IDO) when appropriate.

Confidentiality

Confidential Information is stored in compliance with GDPR. Meetings with parents to discuss their child's individual needs will take place in private. All staff will be made aware of the target support for individual children and know that this information has not to be discussed with anyone without the permission of either the Inclusion Lead, Manager. We will work with all the relevant bodies to

ensure that any necessary meetings take place, and all relevant parties are invited to attend meetings where appropriate.

We work in close partnership with parents to create and maintain positive partnerships. Parents will be informed of any concerns and kept fully updated and involved. We place great importance on communication with parents to ensure the best outcomes for children.

Parents will be kept informed about their child's progress through the following avenues:

- ✚ Termly Learning Plans (Assess, Plan, Do, Review cycle followed and shared)
- ✚ Parent/teacher consultations
- ✚ Reports
- ✚ Discussions with Key worker
- ✚ Home / Day Care Communication book
- ✚ Meeting with external professionals
- ✚ Annual Review of Education, Health and Care Plans (EHCP)
- ✚ Telephone and email conversations
- ✚ Inclusion/SENCo meetings

The Inclusion Leads will review all staff members training needs individually and when necessary, arrange for further training. Day Care Manager will review Day Care staff's individual training needs.

We ensure that our inclusive admissions practice ensures equality of access and opportunity. We use a graduated response system for identifying, assessing and responding to children's special educational needs. We will recognise, value and celebrate all children's efforts and achievements listen and respond to the child's voice, including their interests, learning styles, motivations, responses and behaviour.

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

We will 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 individual Learning Plans. All children are entitled to the use of all the facilities and equipment provided and where necessary we will adapt these to suit the child's individual need. Each child will be supported to reach their full potential.

Key Workers

Key workers are responsible for:

- ✚ Including all children in their group by providing an appropriately differentiated and inclusive curriculum.

- ✚ Making themselves aware of this policy and procedures for identification, monitoring and supporting children with additional needs.

- ✚ Ensuring a child's individual needs are met through delivery of Support Plan targets and informing the Inclusion Leads when targets need reviewing.
- ✚ Providing robust assessment documentation through observations and completing appropriate assessments such as the IAELD, Developmental Journal and Social Communication Questionnaires for identified children as required.
- ✚ Being aware of the graduated approach to SEND provision – assess, plan, do and review.
- ✚ Giving regular feedback to parents of children with SEND.
- ✚ Be fully aware of this policy and the procedures for identifying, assessing and making provision for children with additional needs.
- ✚ Work with children as directed by Inclusion Lead, Room Leaders.

We have systems in place for working with other agencies through each stage of the Families First, Early Years Action Plus, statutory assessment and the Educational Healthcare Plan.

Consultation with the Inclusion Leads may result in:

Further assessments

- ✚ Referrals to external agencies such as: Speech and Language Therapy Team, Educational Psychologists, Health Visitor
- ✚ Specialist equipment sought for example: wobble cushions, ear defenders
- ✚ 1:1 or small group targeted intervention

Transition

Staff ensure that all transitions are supported through effective communication. This is important for all children, but it is particularly so for vulnerable children who, either educationally or emotionally will find the move challenging.

SEND support will include planning and preparing for transition before a child moves into another room, setting or school. We will agree with parents the information we can share with the receiving room, setting or school. Additional visits will also be arranged if required

The SEND code of practice (Chapter5)

The SEND Code of Practice describes the principles that should be observed by all professional working with children and young people who have SEN or disabilities.

These include:

- ✚ Taking into account the views of the children, young people and their families
- ✚ Enabling children, young people and their parents to participate in decision making
- ✚ Collaborating with partners in education, health and social care to provide support
- ✚ Identifying the needs of children and young people
- ✚ Making high quality provision to meet the needs of children and young people
- ✚ Focusing on inclusive practices and removing barriers to learning
- ✚ Helping children and young people to prepare for adulthood.

Day Care's bespoke curriculum is tailored to the individual needs of each child, nurturing their unique potential, encouraging independence, and empowering them to explore their own strengths and passions all within a safe, supportive, and inclusive environment.

- ✚ Have high expectations for all
- ✚ Have literacy and communication at its heart
- ✚ Be broad and balanced
- ✚ Adhere to the Early Years Framework
- ✚ Inspire and engage
- ✚ Foster curiosity
- ✚ Promote respect and diversity, including British values
- ✚ Provide a variety of learning opportunities
- ✚ Be inclusive and accessible to all

All staff will work together alongside the management to ensure that legislation, regulations and other guidance is updated. We will monitor and review our policy annually.

