



Special Educational Needs Policy

EYFS 2.2-2.5, 2.11, 3.58, 3.61, 3.72, 3.77

Refer to- Child Protection Policy, Behaviour Policy, Send Code of Practice, Working Together to Safeguard Children, Keeping Children Safe in Education, Health and Safety Policy, AMF UK General Data Protection Policy Statement, EYFS Statutory Framework

At All My Friends Childcare we have regard to the Special Educational Needs Code of Practice 0-25 years as set out by the Department for Education and Department of Health. It is the policy of All My Friends Childcare that staff work in partnership with parents and other professionals to meet each individual child's needs. All My Friends Childcare has a trained nominated special needs co-ordinator (named in each setting as detailed below), who ensures that any specific learning programmes or agreed treatments are properly carried out and monitored by the child's key person.

The SENCo's in our settings are as follows:

Barnwood Nursery

Emma Millar, Naomi Goldsmith, Louise Howe, Sarah Wakefield, Hannah Clifford

OOSC

Bethanie McTaggart (**Overall Company SENCo**)

The persons named above have received specialist training from Gloucester City Council for the role of Special Educational Needs Co-Ordinator and attend regular training to refresh their knowledge.

The Role of a SENCo

The persons named above have responsibility for the day-to-day operation of this policy. Plus, a list of other duties, please see *SENCo Job Description*. Setting Managers are responsible for agreeing with the SENCo appropriate time for these duties to be carried out.

At All My Friends we use our best endeavors to make sure any child with additional needs gets the support they need, and we plan to enable all children of all abilities to engage in all nursery activities at a level suited to their individual needs and age and stage of development.

The SENCo and child's key person will maintain written records of the child's achievements and monitor their progress. Each child has a communication book, these contain times and dates of contacts with other professionals, parents, carers and key person. This information is kept confidentially and only accessed by those staff and other professionals who are involved in the child's care.

Where a child is known to have a special education need or disability before enrolling with All My Friends Childcare, a meeting must be arranged to discuss the child's needs in advance of them starting. The meeting will include the setting manager, SENCo, parents and where possible any other professionals involved in the child's care. The SENCo and setting manager are responsible for co-ordinating this initial meeting and recording the minutes. Where possible we will endeavour to adapt the environment and our care provision. However, if we feel unable to provide correct and adequate care, we will refuse enrolment in the best interests of the child. Parents will be provided with the reasons for refusal, and the SENCO will contact the Early Years team for advice on a suitable alternative. If the outcome of the meeting is that the setting is able to meet all of the child's needs a My Plan/My Plan+ will be drawn up (before the child starts if possible) and a review date set, within the first six weeks of attendance. In addition to this, all staff involved with the child's care will receive any available training to meet the needs of the child (before the child starts if possible) and will endeavour to understand about the

condition and how to help the child achieve his or her potential. The child will then receive settling sessions before taking up the agreed nursery sessions.

The Process of Identification, Assessment and Support in the Early Years

The graduated pathway to a child's special educational needs is described in the Special Educational Needs Code of Practice. This sets out the key principles for identifying and assessing SEND and describes the process of supporting children with SEND. There is an emphasis on a graduated pathway, highlighting the importance of early identification of a child's individual SEND.

We monitor progress of all children within our care; this will show whether a child is making less than expected progress given their age and individual circumstances. In particular all children that are in All My Friends care between the ages of 2-3yrs will receive a 'Progress Check at Age 2.' (See more information below)

Where children have been identified and continue to make less than expected progress despite evidence of support and interventions, we will consider involving other professionals, such as Speech and Language Therapists (SALT), Advisory Teaching Service (ATS), Educational Psychologists (EP), Occupational Therapists (OT). Etc. Referrals to some of these outside agencies (SALT and ATS) can be made by going online and downloading and completing the form. In the case of other agencies such as EP and OT, other professionals will need to make the referral. If you are unsure where to find the referral or who can make it, speak to the child's Health Visitor or your settings Early Years' Service for advice.

Progress Check at Age 2

If a child is between the age of 2-3 years when in our care, they will receive a 'Progress Check at age 2' as set out in the EYFS Statutory Framework. This provides parents/carers with a short-written summary of their child's development, focussing in particular on Communication and Language, Physical Development and Personal, Social and Emotional Development. The check will identify children's strengths and any areas where progress appears to be delayed. If there are significant emerging concerns the key person will seek advice from our SENCo, and the parents will be invited to a meeting along with their key person to discuss their child's progress and ongoing care. The SENCo will set out a plan to support the child which may involve referrals to other professionals. If at the 2 year check the SENCo is concerned about the child's development they should call the child's health visitor to instigate an Integrated Review between All My Friends and the Health Visitor.

Gloucestershire's Graduated Pathway

The Graduated Pathway of Early Help and Targeted Support is our early help assessment and planning process, which provides an integrated and holistic framework to support all practitioners working with children, young people and families. This applies to the whole range of needs including:

- learning and development;
- social, emotional, health (physical and mental) and / or disability; and
- wider family and environment.

The Graduated Pathway is most effective when it is mobilised by practitioners who have an existing, trusted relationship with the child, young person or family in order to intervene early and prevent problems from escalating. The model is also consistent with the requirements set out in the SEND code of practice (Jan '15) that requires support to be made available as a continuum or cycle referred to as 'The Graduated Approach'.

The Graduated Pathway supports a whole-family approach and is based on a simple assess, plan, do, review cycle and has graduated responses which can be used as in the diagram. It is important to capture the views of children and young people, You will find some useful resources to support you with this in the 'Graduated Pathway Tools and Templates' section of this guidance.

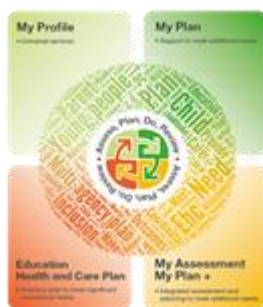
A graduated approach - enabling the right level of intervention and support when needed:

learning and development;

social, emotional, health (physical and mental) and / or disability; and

wider family and environment.

The Graduated Pathway supports a whole-family approach and is based on a simple Assess, Plan, Do, Review cycle and has graduated responses which can be used as in the diagram below.



My Profile - A My profile can be completed with any child even if there are no concerns about the child's wellbeing or development. The My Profile helps a child or young person to share personal information which can help professionals working with them to understand what motivates them, their preferences, their goals and their self-image. It can also help professionals to understand what form of communication is most meaningful to the child or young person.

My Plan - A My Plan is used when it is clear what the presenting needs are and who or what can help. It is a holistic child or family centred plan and can be used as a single or multi-agency plan. The My Plan should draw together existing information to identify the current needs and set out the outcomes to be achieved. The My Plan allows professionals working with children and families to quickly and simply draw together an action plan to co-ordinate the appropriate help and support for the child and/or family at the earliest opportunity.

My Assessment and My Plan + - this should be considered where needs are unclear and the impact is unknown; where there is already a significant impact which is likely to escalate; and where it is unclear what or who may help. The My Assessment focusses on listening to the child/young person and their family in order to understand what is happening for them and what they need to help them make positive changes. My Assessment draws together information from a range of professionals into one document so that a detailed analysis can be made and an action plan can be developed. The 'Analysis of Assessment' form can be used to gather information from other Professionals in a timely manner.

The My Plan + is the Plan developed from the My Assessment. The '+' indicates to other professionals that an assessment has been completed to ensure there is not duplication of work and that the family do not have to tell their story repeatedly. The My Assessment and My Plan + must be completed together with the family so that they can be empowered to make changes for themselves.

An Education, Health and Care Plan (EHC Plan) - an EHC Plan is a statutory plan that has replaced a Statement of SEN. An EHC Plan may be needed when a child or young person's educational needs cannot be met within existing additional resource already delegated to the school. The Local Authority assesses this need based on the evidence provided. Evidence can be provided using the Graduated Pathway and principles of Assess, Plan, Do & Review. If you have completed a My Assessment for a whole family and an individual child requires an EHC Plan you do not need to complete a separate assessment as long as the My Assessment and My Plan + includes all the evidence required relating to the individual child's education and learning.

Single Assessment - If a referral is made to Social Care, they may undertake an Assessment of Need to help them make a decision about what happens next. This looks at the developmental needs of a child/young person, the family's strengths in managing the difficulties they may be experiencing, and any support they may already have in place.

Assess-Plan-Do-Review

Any decisions or actions made by All My Friends are revisited, refined and revised after understanding the child's needs and what support is needed to make good progress and secure outcomes.

With any of the above plans in place, All My Friends will-

- Meet privately with the parents/carers at least three times per year (TAC)
- Have regular private discussions with the parent/carer
- Discuss activities and support
- Allow enough time to listen to the parent/carer's views

- Identify the responsibilities of the parent/carer and of All My Friends
- Include the views of the child
- Keep and records of actions, outcomes and support agreed, in line with the General Data Protection Act 2018
- Give copies to the parents and other professionals who care for the child

For more information on Gloucestershire's Graduated Pathway, SEN Support and EHC Plans, please visit https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=3_2_8

Or contact: The Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) provides free confidential and impartial advice and support to parents and carers of children and young people with special educational needs and disabilities.

<https://sendiassglos.org.uk/>

Family Information Service - offer free impartial advice, information and support for families with children aged 0-19 years (up to 25 years for children with additional needs).

Email: familyinfo@gloucestershire.gov.uk or Freephone: 0800 542 02 02 Visit:

<https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/family-information-service-fis/>

Support and information for those in the SENCo role

<https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/special-educational-needs-and-disabilities-send/sencospot/>

Internal use only

This policy was adopted on	21/09/2021
Policy reviewed on	25/03/2025
Signed on behalf of the setting	Bethanie McTaggart
Date disseminated to staff	10/04/2025
Review date	25/03/2026

Sources of information

The SEND Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The children's and Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/part/3/crossheading/special-educational-needs-etc/enacted?view=plain>

The Children Act 1989

<https://www.legislation.gov.uk/ukpga/1989/41/contents>

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Working Together to Safeguard Children

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The Data Protection Act 2018

<https://www.gov.uk/data-protection>

Gloucestershire Graduated Pathway

https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=3_2_9