



## Special Educational Needs and Disabilities Policy

This policy has been created about:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2021)

### **Special Educational Needs and Disability (SEND) code of practice.**

The Orchard Day Nursery Kew has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess, and make provision for children's special educational needs.

At **Orchard Day Nursery Kew** we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *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 in mainstream schools or mainstream post-16 institutions.*



## **1. Statement of intent and Aims**

We are committed to the inclusion of all children at our nursery. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and **welcoming environment** where children are supported according to their individual needs, and we work hard to ensure no child is discriminated against or put at a disadvantage because of their needs. Each child's needs are unique, and we do not attempt to categorise children.

We are committed to working in partnership with parents to meet each child's individual needs and develop to their full potential regarding to maintain a positive Partnership. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

We are committed to collaborating closely with parents/carers who are fully involved in all decisions that affect their child's education. We foster a mutual and trusting partnership with parents and agencies to meet individual children needs.

if we identify any areas where a child's progress is less than expected to establish if any additional action is required, undertaking a Progress Check of all children at age two in accordance with the **Code of Practice (2015)** and statutory framework for EYFS.

We will also undertake an assessment at the end of the Early Years Foundation Stage for any children that remain with us in the final term of the year in which they turn five, as per the statutory framework for EYFS



We will work closely with our manager, all the colleagues and the child's parents and any relevant professionals if we identify any areas where a child's progress is less than expected to establish if any additional action is required. This may include:

- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and assessing such observations regularly to monitor progress.
- the Early Years SEN Team (EY SEN Advisory Teachers & EY Specialist Practitioners)
- health Visitors
- Speech and Language Therapy Service
- Physiotherapy Service
- Occupational Therapy
- Child Development Clinic (Community Paediatricians)
- Local Children's Centre Staff
- Advisors for visual and/or hearing impairments
- Knowledge of local services e.g Family Information Services & The Hounslow local offer
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All new children will be given a full settling in period when joining the nursery according to their individual needs.

We works in a partnership with the London Borough of Hounslow Early Years SEN team to develop inclusive practice within our setting, getting advice and practical support from the SEN team in appropriate next steps for children on the SEND support Register.



We will:

- We provide an environment in which all children, including each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice (2015)
- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice (2015)
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace e.g., 'most able' are also supported
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice
- Monitor and review our practice and provision and, if necessary, adjust, and seek specialist equipment and services where required
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning
- Work in partnership with Our Early Years SEN advisor Teacher at an early stage for informal advice and support.



- Work with parents and other agencies to meet individual children's needs, including the education, health, and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need.
- We will provide wide range of activities in the seven areas of the EYFS including the needs of learning in the curriculum, as Year, monthly and weekly planning, making sure the children with SEND will have the opportunity to participate in all the activities developing skills and new learning process.

## **2. Special Educational Needs Co-ordinator**

The role of the SENCO in our setting includes:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Consulting with professionals or agencies beyond the setting
- Taking the lead in implementing the graduated response approach and supporting colleagues through each stage of the process.
- Assists staff in making observations and assessments
- Ensures appropriate records are kept
- Assists staff in planning for children with special educational needs
- Works in partnership with the London Borough of Hounslow Early Years SEN Team to develop inclusive practice within our setting
- Seeks advice and practical support from the Early Years SEN Teams to support with appropriate next steps for children on the SEND support Register
- Contacts our Early Years SEN Advisory Teacher at an early stage for informal advice and support



### **3. Inclusion and Admissions Arrangements**

- We have an inclusive admissions practice which embraces equality of access and opportunity for all children regardless of disabilities, creed, ethnicity, gender, family orientation, colour/race etc.
- Our admissions form contains detailed sections/questions specifically on special education needs and disabilities so that we support or identified as early as possible.
- We share their name/role of the SENCO and encourage parents/or carers of children to discuss how their child's needs can be met.
- Children with complex needs (physical and/or medical) we will carry out a risk assessment /care plan, which will highlight if we require additional training for staff and/or specialist equipment which may be required before the start date can be agreed for admission (*please read our Admissions, Adminstrating Medication and Allergies policies and procedures*)

### **4. Access for adults and children with a disability**

Our setting now has the specific facilities available for children and adults with a physical disability in the entrance door, as the setting does not have stairs on it. The entrance is a flat ground followed for an electric door, which give to an adult the immediate access to the building.

The setting has the adult and children toilet with the handrails support for wheelchair adults or children.

- The setting does not have a wheelchair adaptation in the pathway to the garden, but however it will be done adaptations if this will be necessary, We will make reasonable adjustments /adaptations if and where appropriate, in accordance with the requirement of Equality (2010).



## **5. Partnership with parents**

We are committed to working in partnership with parents to meet each child's individual needs and develop to their full potential regarding to maintain a positive Partnership. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment. We have high aspirations for all children and support them to achieve their full potential by developing a respectful partnership with parents/carers to create and maintain a positive partnership by:

- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child, where possible/appropriate
- Signpost parents and families to our Local Offer to access local support and services
- We provide parents/ carers with information on sources of independent advice and support such The educational Needs and Disability information, Advice and support Service (SENDIASS), SKYLARKS or others agencies, charities that offer support for Children with SEND.
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g., Braille, audio, large print, additional languages

## **6. Confidentiality**

We will respect parents, practitioners and children rights to confidentiality when supporting children with Special Educational Needs, by protecting all data or



information not only physical but online and electronic as well, as the setting uses Family app to the information management.

We will always discuss in private any possible referrals to other services with parents/ practitioners making them aware enough and agree before we make any referral. However, all staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the setting Manager or SENCO or family, doing as well:

- We respect parents/carer's right to confidentiality when supporting children with special needs
- We ensure that we always discuss any referrals to other with professional services with parents/carers to obtain their agreement before we make such referrals.
- All meetings with parents /carers discussing their child's needs will take place in private
- All staff working in the base room of the child will be aware of any targets agreed with the Senco and Key person will be involved in supporting the child. All staff are fully aware that targets set is privileged information, which should not be shared with anyone without permission of either the setting Manager, Senco or parent/carer (Working in Partnership with Parents, Confidentiality and Safeguarding policies and procedures)

## **7. Staffing and training**

- We provide in- service training for all staff and during induction of new staff we discuss and raise awareness of any specialism the setting offers and training requirements to meet the needs of the children for example, attending training provided by the London Borough of Hounslow to support the development of our SEND provision.





- Staff are provided with inhouse training to deliver the formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January (2015) / statutory
- We will raise awareness of any specialism the setting has to offer, e.g., Makaton trained staff Early years framework for the EYFS (2021)
- Work with parents and other agencies to meet individual children's needs, including the education, health, and care authorities, and seek advice, support and training where required.
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice
- We attend training provided by the London Borough of Hounslow to Support the development of our SEND provision.

## **8. Curriculum, Resources and learning environment.**

In our setting every child is unique and will develop at their own pace, so it is not about treating all children in the same way but treating each child fairly and paying attention to their individual backgrounds, interests and needs; that is why We will provide wide range of activities in the seven areas of the EYFS including the needs of learning in the curriculum, as Year, monthly and weekly planning, making sure the children with SEND will have the opportunity to participate in all the activities developing skills and new learning process.

The curriculum will help to all the children with SEND to be involve in a enable environment, both physical and emotional support, where everyone is invited to participate as much as they want to, and everyone is treated with respect and kindness. The educational practice as well encourages member of our staff answering children's questions with simple, straightforward honesty and encouraging open dialogue about disabilities and abilities among children and parents. Helping



children feel comfortable with each other and be able to develop friendships based on their shared interests. Facilitating interactions and play between children who may be different to each other, especially if a child has difficulty communicating in a way that another child can understand. Creating a sense of community, where every person is valued as a unique individual who has something to contribute and where everyone is responsible for caring for one another.

The curriculum is based following 3 big bubbles in the childhood development:

1. ME: All about me, where the PSED is the principle.
2. PEOPLE WHO HELP ME: People around me, my family, community, nursery, and other spaces where the children are involve.
3. THE WORLD: based in cultural capital

The curriculum is giving children the freedom to explore their ideas about difference through play and conversation, while guiding them to be aware and respectful of the feelings and perspective of others, giving to children with SEND feel free to moving around with human, family, and warm staff.

We have the support of the London Borough of Hounslow, with the Early Years SEN advisor Teacher who is reviewing our curriculum and supporting us with the full (Wellcomm) Language Therapy identification package as well, according to guarantee:

- We provide resources (human and financial) to implement our Special Educational Needs Policy, showing how we provide for children with special educational needs and/or disabilities. This is shared with staff, parents, and other professionals' agencies.
- We make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities for example if child had visual impairment we would arrange and use texture and strong colours to support independence to access resources.
- We provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities which we differentiated activities to meet all individual needs and abilities.
- We use the graduated approach response system to assess, plan, do and review to ensure early identification of any SEND



- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, considering their levels of ability
- Review children's progress and support plans (**every 6 week**) and work with parents/carers and professional to agree on further support plans
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g., additional support reviews, Education, Health, and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections, and complaints. This information is collated, evaluated, and reviewed annually

## **9. Identification and Assessment**

### **Effective and Equal assessment of the need for early help**

We are aware of the process for early help and follow the following procedure:

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g., education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and



coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

**For an early help assessment to be effective:**

- We use the Development Matters non-statutory curriculum guidance for the Early Years Foundation Stage and/or the Birth to 5 Matters non statutory guidance for the Early Years Foundation Stage to support initial identification of SEND
- We use a range of assessment tools to support early identification of SEND
- WE ensure that children with special educational needs are appropriately involved at all stages of the graduated approach, considering their levels of ability
- We have systems in place for supporting children based on continuous cycle of assess plan, do, and review, which is applied in increasing detail and frequency to ensure that children are progressing.
- WE use a system of keeping records of the 'assess, plan, do and review' for children with special educational needs.
- We ensure staff are aware of SEND Policy and the procedures for identifying, assessing, and making provision for children with special needs.
- We undertake a progress check at the age of two which supplies parents/carers with a short summary of their child's development and is an opportunity to discuss any areas of concerns in development.
- We will work alongside our Local Borough Hounslow to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.
- Where Children and families may need support from a wide range of local agencies (e.g., education, health, housing, police) an inter-agency assessment will be completed. This early help assessments will identify what



help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

- The early help assessment will undertake by a lead professional to provide support to the child and family, function as an advocate on their behalf and coordinate the delivery of support services. The lead professional role can be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional will be taken on a case-by-case basis and child and their family will be informed of the lead professional.
- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them.
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (*Working together to safeguard children 2018*).



## **10. The Graduated Approach**

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our SENCO and appropriate records will be kept according to the Code of Practice.

In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents will working and checking it using development Matters non statutory curriculum guidance, and the Early years Foundation Stage, will carry out an analysis of the child's needs.

We will use a range of assessments tools, resources, toys and activities to support early identification of SEND.

We follow the continues cycle of "assess, plan, do and review", which will be detail below.

We use initial observations and assessment from staff, information received from external resources, and/or parental concern to support early identification. At the beginning we use on-ongoing observational assessment using Early Years outcomes / EYFS and Birth to 5 Matters to support early identification of needs and follow the cycle of Assess, plan, do, and review.

**Assess:** This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services, or other agencies beyond the setting. Where professionals



are not already working with the setting, the SENCO will contact them, with the parents' agreement.

- In identifying a child as needing SEND support, the key person, will use initial observations and assessments, information from external resources and /or parental concerns to support early identification.
- We use ongoing observational assessments linked to the Early Years Outcomes/EYFS Development Matters /Birth to 5 Matters to support early identification of needs
- Observational assessment will be reviewed regularly to ensure that support is matched the needs of the child
- Where there is little or no improvement in the child's progress, more specialist assessment we will seek advice from specialist teachers or from health, social services, or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

**Plan :** Where it is decided to provide SEND support, and having formally notified the parents, the key person, and the SENCO, in consultation with the parents, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will consider the views of the child:

- We use targeted plans to agree targets, interventions and support for a child identified with special educational needs with a child-centred focus and outcomes underpinning and informing the content of the plan
- Our SENCO will formally be notified and consult with the parents/carers, the key person, and external agencies, if appropriate in planning new targets.
- We do encourage parents/carers to attend targeted plan meetings to fully aware of the interventions and support to be put in place, the expected impact on progress, development, or behaviour.
- We set clear date for reviewing plans and we consider the views of the child.



The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

**Do:** The child's key person will be responsible for working with the child daily. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

**Review:** The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and considering the child's views. Information will be shared with parents about the impact of the support provided, in sense of this:

- Our SENCO will organise reviews meeting ensuring that dates and times are agreeable for parents/carers, Key Person, and external professionals.
- Our SENCO will review the effectiveness of the support and its impact on the child's progress with parents/carers, key Person, and external professionals

### Requesting and Education and Health Plan (EHC)

Some children and young people may require an EHC needs assessment to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to adjust and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.





- If a child is not making expected progress, we will discuss requesting an EHC needs assessment in consultation with parents/carers and outside professionals to decide whether it is necessary to develop an EHC plan.
- The purpose of an EHC plan is to adjust and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health, and social care.

The Local Authority (LA) considers the need for an EHC needs assessments via an EHC Panel, and if appropriate a multi-disciplinary assessment will be made. Where the Local Authority (LA) decides to conduct EHC needs assessments it will seek information from us about the child's needs considers a wide range of evidence, including:

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's SEND
- evidence of the action already being taken by us as the early years provider to meet the child's SEND
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional, and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

## **11. Support Services and agencies**

We will then work with the Early Year SEN team (EY SEN advisory Teacher and EY specialist practitioner), the local authority, other professionals (health visitor, speech and language therapy service, physiotherapy service, occupational therapy service, child development clinic, community paediatricians, Local Childrens centre staff, Advisor for visual and hearing impairments, family information service and the Hounslow Local officer, and any other agencies to ensure that the child receives the support they need to gain the best outcomes.



We will review this policy annually to ensure it continues to meet the needs of the children/parents and our nursery.

### **Links with Support Service and other Agencies**

- We display the name SENCO of the setting in the main foyer with summary of their roles and responsibilities.
- We work in partnership with parents and other agencies in meeting individual children's needs
- We consult with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools
- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and other.

### **12. London Borough of Hounslow Arrangements**

We are aware as Early year provider of the access support from the London Borough of Hounslow Early Years SEN team through:

- Training on SEN, inclusion via Early years and childcare service training calendar.
- Training on SEN, inclusion directly via the Early Years SEN team
- Four sessions of Hounslow SENCO training.
- Attendance at termly SENCO forums
- SEND planning and review meeting through visits or cluster meetings.
- Form and documents templates provided by the Early Years SEN team
- SEND support register update meetings.
- SENCO support meetings.
- General advice and support on emergency queries.



### **13. Additional Funding Stream/ SEND inclusion funding, Disability access fund**

We are aware as Early year provider that a delegated inclusion budget for SEND is provided by Hounslow Local authority.

- SEN inclusion funding is a mean of enabling settings to provide early intervention and promote inclusion for children identified with special educational needs and disabilities.
- Requests for SEN inclusion funding is made by us in the term planned.
- Information on SEN inclusion funding can be found on the Hounslow Local Offer.

We are aware that the disability access fund (DAF) is financial support in early years setting for three to four years old with special educational needs or disabilities equivalent to £650 once annual payment, and we will make the process to support the parent whose children will be in the SEND referral process, to achieve this financial support, understanding and explain to the parent the requirements, process and next placement involve in the process.

### **14. Complaint procedure**

We provide a complaints procedure and make available to all parents in a format that meets their needs e.g., Braille, audio, large print, additional languages. The procedure is welcome to suggestion, concern, needs, and wishes to help to improve our setting service, which is based in 5 stages 1. Speak with the management, 2. Writing, 3. Meeting and deal, 4. Third part participating and 5. Report.

The complaint procedure is followed with records, and monitoring steps as well.

We provide information to the parents by our information board outside the setting with all the information about the Office for Standards in Education, Children's services and Skills (OFSTED) and the Local Safeguarding partners and the information of the Commissioner's Office.



We follow as well the principle of believe that children and parents are entitled to expect courtesy and prompt careful attention to their needs and wishes. We aim to bring all concerns to a satisfactory conclusion for all parties involved.

We keep written records of any complaints that reaches stage and two above and their outcome., which is also made available for Ofsted on request.

Any parent who has a concern about an aspect of our settings' provision talks over his/her concerns with our manager first (Please see our Complaints policy re stages and procedure)

## **15. Transition**

As part of good practice for Transition and as stated in the SEND Code of Practice 0-25years (January 2015 Para 5.47 page 88)

*'SEN Support should include planning and preparing for transition before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school.'*

- We agree with parents the information that will be shared as part of the planning process
- We support the transition of a child with additional needs from our setting to new placement which is an important part of the work of our SENCO
- We recognise that a successful transition for a child with additional needs means that they can be appropriately supported immediately upon starting in their new setting/school, which enable them to continue learning as effectively as possible.
- From onset of a child starting at our setting, we have discussions of information sharing with parents. We discuss the reasons for sharing information, and what will be shared and how and with whom, e.g., such as



the child's areas of needs, strengths and EYFS Development Matters and/or Birth to five

- We will participate in transition meeting in the term before transition takes place Matters information in the prime areas of learning and development. We also share the stage of SEN Support assessment information (within the setting as from relevant outside as well as from relevant outside agencies). Targeted plans including strategies and interventions and information on additional funding)
- We consult with child's next placement and invite them to visit our setting to observe the child in their familiar environment and share information in partnership with parents.

## **16. Monitoring the Policy**

- The SENCO and Deputy will Monitor and review our practice and provision and, if necessary, adjust, and seek specialist equipment and services where required, monitor and review our policy and procedures annually.
- Observing each child's development and assessing such observations regularly to monitor progress.
- The manager will ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g., additional support reviews, Education, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections, and complaints. This information is collated, evaluated, and reviewed annually.
- We follow the continues cycle of "assess, plan, do and review".



<b>This policy was Adopted on</b>	23 <sup>rd</sup> September 2022
<b>Signed on behalf of the nursery</b>	<i>Vanessa Pinzon Torrado</i>
<b>Date of review</b>	<i>29<sup>th</sup> September 2023</i>
<b>Date of review</b>	<i>September 2024</i>
<b>Date of review</b>	