



<b>young friends kindergarten</b>	
<b>Name:</b>	<b>Date written:</b>
<b>Special Educational Needs and Disability (SEND) Policy</b>	<b>Sept 2021</b>
<b>Written by/Reviewed by:</b>	<b>Date of Review:</b>
<b>Louise Lloyd-Evans/Emma Holmes</b>	<b>15/9/23</b>
<b>Policy Statement</b>	
<p>This policy complies with the statutory requirements laid out in the SEND code of practice and has been written with reference to the Equality Act 2010. It explains the action we take to meet our duties in relation to identifying and supporting all children with special educational needs and disabilities (SEND), whether or not they have an Education, Health and Care (EHC) plan.</p>	
<b>Aims and Purpose</b>	
<p>We are trained to ensure that <u>all</u> children play, communicate and interact with staff and each other, so that their development is enhanced and their individual needs and abilities are identified and met. We are skilled at recognising when a child may need some additional support to enable their development.</p> <p>We work with other professionals to make sure all children have equal access and participate meaningfully in all aspects of our care and education. We aim for all children to feel valued, have a sense of belonging and partake in experiences and opportunities that are tailored to their needs.</p>	
<b>Applicability</b>	
<p>Staff Parents Children</p>	
<b>Definition of Terms</b>	
<p>BHISS: Brighton &amp; Hove Inclusion Support Service</p>	
<b>Overview</b>	
<p>Initial Identification Support Procedures</p>	
<b>Procedures</b>	
<p><b>Initial Identification</b></p> <ul style="list-style-type: none"> <li>• Parents fill out an 'All About Me' form and communicate any concerns about their child's development with the pod lead or key person</li> </ul>	

- **Key People are responsible for meeting the needs of all children in their care. They observe, assess and plan for individual needs, so that children are supported in their early life and when issues arise. During the settle period and beyond the key person and buddy will note any areas of development which may need further support.**
- All children have a starting point observation that will highlight any concerns around development in the prime areas.
- If a pod lead is concerned about a child's development, they undertake a joint observation with our SENDCo, sharing this information with our manager to plan support
- Additional information may be sought from parents to explore and gather any further relevant information, including hearing tests, issues that affect any siblings and general levels of health and wellbeing
- All children undergo a Progress Check at Age 2, if we are concerned about a child, this progress check may have additional assessments and ways forward as part of early intervention strategies and /or a support plan
- Children are referred to additional services with parents' permission

## **Support Procedures**

- **The physical environment is planned and resourced to consider the unique needs of each child.**
- **Adjustments and adaptations are made to ensure barriers to learning are reduced or removed.**
- **We adapt experiences and have strategies in place to ensure that all children fully engage in the curriculum that we provide**
- **We provide a range of challenging and enjoyable opportunities for each child to learn and develop to their full potential, while taking into account age and stage of development, gender, ethnicity, religion, home language, and ability.**
- **We ensure that all children have access to, a range of books, toys and other resources which reflect positive images and examples of the diversity of life in our society.**
- **We promote self-esteem and appreciation of others by celebrating the differences which make us all unique**
- **We regularly review risk assessments to ensure accessibility and reasonable adjustments are made**
- All children who either have some early intervention strategies or a support plan in place are monitored by our SENDCo
- Children who have been identified as needing additional support from other agencies will be assessed every two months using the Birth to Five Framework.
- We support parents with additional advice, home learning ideas and guidance as we understand that children develop at different ages and stages
- Key Persons are trained to a high level in observing and assessing, have experience with children of all abilities and are creative and resourceful.
- Children who are on a support plan in the school year before they are due to start in reception are provided with a comprehensive summative assessment and a transfer document in the Summer Term before they leave us.

- We will use any Early Years Pupil Premium and seek any other funding to secure 1-1 support if required.
- On a case-by-case basis, we will accommodate and fulfil the requirements of the EYFS, children, whose parents (in line with the LA and school) have chosen to defer their child's school entry and allow them to complete their reception year at Young Friends.
- We will refer to the Brighton and Hove Inclusion Support Service (BHISS) for further guidance and / or the multi-disciplinary team at Seaside View Child Development Centre and follow any advice, resource and guidance provided to us.
- We work with other professionals in the lives of children, including all Child Development Services in Brighton and Hove.
- We will provide information for a child's Education and Health Care Plan should they require it.
- Parents who require support with their rights, claiming benefits, educational provision and / or are facing increasing levels of anxiety and mental health are signposted to Amaze.

### External Links and Organisations

Birth to Five Matters: [Birthto5Matters-download.pdf](#)

SEND Code of Practice: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

The Equality Act: [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)

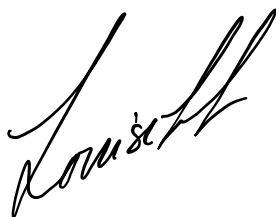
BHISS: [Brighton & Hove Inclusion Support Service \(BHISS\) \(brighton-hove.gov.uk\)](#)

### Relevant Policies and Documents

Admissions Policy  
 Behaviour Management Policy  
 Communications Policy  
 Equalities and Diversity Policy  
 Key Person Policy  
 Learning and Development Policy  
 Outdoor Trip Policy  
 Parent Code of Conduct  
 Partnership with Parents Policy  
 Progress Check at Age Two

### Authorisation

Signature:



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