



# **LITTLEVIEW DAY NURSERY**

## **Special Educational Needs & Disabilities (SEND)**

SEND Policy:

Littleview Day Nursery Designated Special Educational Needs Coordinator (SENCo)  
is:

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Littleview Day Nursery Designated Behaviour Management Coordinator is:

**Victoria Beebe** – Littleview Manager

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This policy will be reviewed following updates to National/local guidance or procedures.

## CONTENTS

Legislation

Links to other Littleview policies

Definition of SEN

Definition of Disability

Values, Vision, Aims and Objectives for SEND at Littleview

Safeguarding

### **Appendices:**

1. Role of SENCo
2. Role of Littleview Team
3. Littleview approach to Early Identification:
  - 3.1 English as an additional Language & Recognising SEN
4. Graduated Approach
5. Best Practice Guidance
6. Littleview approach to Working with Parents & Carers
7. Requesting Educational & Health Care (EHC) Needs, assessment & Plans
8. Working with External Partners
  - 8.1 Local Inclusion Forum Teams (LIFT)
  - 8.2 Local Offer
  - 8.3 Early Help & Prevention
  - 8.4 Portage
9. SEND Funding
  - 9.1 SENIF- Special Education Needs Inclusion Funding
  - 9.2 Disability Access Fund (DAF)
10. Medical Conditions
11. Admissions and Transitions
12. Complaints
13. Sources of Information

## Appendices A

- Guidance on how to identify and support EAL learners with Special Educational Needs

### **Introduction- Relevant Legislation.**

This policy should be read in conjunction with the following Littleview policies:

- Behaviour
- Child Protection/Safeguarding
- Complaints
- Equal Opportunities
- EYFS
- Admissions
- Medicine & Health Care
- Health & Safety

### **Definition of Special Educational Needs (SEN)**

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

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

### **Definition of disability**

A disability is defined in **Equality Act 2010** as a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' ***SEND Code of Practice (2014, p5)***. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special education provision they are also covered by the SEN definition.

At Littleview, we believe children's Early Years are fundamental and have a powerful and lasting impact of children's futures. We aim to provide an inclusive curriculum that nurtures children and families individuality, creating and emotionally warm

environment where the principles of the EYFS statutory framework are embedded in our everyday practice.

These include:

- 'Every child is a Unique child, who is constantly learning, who can be resilient, capable, confident and self-assured'
- 'children learning to be strong and independent through positive relationships'
- 'Children learning developing well in an enabling environment, with an emphasis on their experiences responding to children's individual needs and interests and a strong partnership with the child's parents/carers'
- Recognising the importance of children developing and learning in different ways and at different rates, with a focus on children's characteristics of effective learning, which supports the education and care of all children, including children with SEND, within our setting

NO CHILD WILL BE DISCRIMINATED AGAINST BECAUSE OF DISABILITY OR LEARNING DIFFICULTIES.

### **Values, Vision, Aims and Objectives for SEND at Littleview.**

The Littleview Day Nursery ethos is to *'Empower & Inspire the future minds to be confident, curious & individuals by nurturing each unique child within our home form home environment'*

#### **Aims:**

- At Littleview Day Nursery we believe that every child deserves the best possible start in life & we aim to provide an environment where each individual child can reach their full potential, in their learning and development, in a safe, secure and happy space.
- To ensure the identification of all children requiring SEND support at the earliest opportunity after starting nursery, in accordance with the SEND code of practice 2015
- To ensure that all children with SEND have access to a broad and balanced curriculum, that encompass all 7 areas of learning within the EYFS.
- To ensure that all children with SEND are, wherever possible, appropriately supported participate fully in all nursery activities and experiences.
- To raise the aspirations of and expectations for all children with SEND
- To prepare children with SEND for moving to the next stage of their education e.g. transitions to the preschool room; a new nursery or preschool or the reception class of their future primary school
- To gain the views of the child, where appropriate.

#### **Objectives:**

- Staff members to identify the needs of children with SEND as early as possible and report observations to the nursery SENCo.
- Staff will monitor the progress of all children in order to aid the identification of children with SEND and report any concerns to the nursery SENCo
- All staff acknowledge the vulnerability of any children with SEND

- Make appropriate provision to overcome all barriers to learning for children with SEND, including the sharing of relevant information with staff
- Provide a broad, balanced and suitably differentiated curriculum for all children with SEND
- Ensure that all children with SEND are prepared for making the transition onto the next phase of their education.
- Work with parents to gain a better understanding of their child's learning and development
- Work with and in support of outside agencies when the child's needs cannot be met by the nursery alone.

### **Safeguarding:**

- At Littleview we have a very strong culture of mutual respect alongside respect for the wider nursery environment. A particular strength of Littleview is the focus put on a child's well-being and involvement thus safeguarding a child's emotional development whilst encouraging engagement for their learning on a daily basis.
- The team work closely with parents and families understanding that this is the most positive way to support and understand children's overall well-being.
- Children's voices are heard and listened to through daily interactions with their Key person, observations during play, the children's council etc. (see EYFS policy)
- We have well developed systems in place to support children experiencing emotional or behavioural difficulties (See Behaviour policy)
- We are committed to safeguarding. All staff have received safeguarding training and are aware of procedures. All staff receive regular safeguarding updates through training; staff meetings; KCC bulletins and supervisions. Rigorous reporting and recording is maintained and there is a high awareness of the requirements of whistle blowing. (See Child protection and whistle blowing policies.
- Staff ask parents/carers for their understanding with regards to how children have sustained any noted bumps/scrapes, in the same way staff provide parents with this information. Staff monitor and note any changes in a child's presentation and would bring this to the attention of the DSL.
- Health & Safety is closely monitored with daily risk assessments and rigorous Risk assessments (see H&S & Risk assessment policies)
- We are committed to multi- agency working to ensure the holistic needs of the child are met
- Staff know individual children incredibly well, they build strong, positive relationships which support children's Personal, Social and Emotional development (PSED) Staff at Littleview are familiar with all the children's needs and afford children continuity in any required support.
- All children with medical needs will have a core plan which outlines individual protocols regarding medical needs. The plan identifies emergencies procedures and all staff are made aware of relevant information.

## **Appendices:**

### **1. The Role of the SENCo**

- Ensuring that parent/carers are closely involved in any early identifications of a child's SEN and that their insights are used to inform any actions taken throughout their time at Littleview.
- Advising and supporting other staff in setting and attend training where available.
- Liaising with other professionals/ or agencies beyond the setting about a child's SEND where appropriate.
- Making sure that a plan is put into place for each child with SEND and reviews are carried out regularly with the child's parent/ carer.
- Making sure that all relevant information about a child with SEND is collected, recorded and kept up to date.
- Keeping an SEN/Inclusion file up-to-date including policies, inclusion register/audit, and contact details for outside agencies, completed audits, information on inclusion training, generic strategies, information and signposting for parents, referral forms and list of web addresses.
- Keeping records for children with SEND. Information will be recorded about children's progress and behaviour. This information will come from the nursery, parents, the Equality and Inclusion Team and the Early Years Local Inclusion Forum Team (LIFT) All records will be stored securely and kept in accordance to the Data Protection Act 1998.
- As part of their role the SENCO will attend termly meetings with Early Years LIFT (see Appendix 4).

### **2. Role of the Littleview Team:**

- All staff members have a sound understanding of child development and are qualified to at least a Level 3 in Early Years Development.
- Each child will be assigned a key person, the key person is responsible for monitoring children's learning and identifying any delays/ gaps in a child's development using the child's online learning journal and the Birth to 5 National EYFS assessment tool and the Kent Milestone assessment toolkit (MAT)
- Staff will communicate with each other to support a child with special educational needs. All staff have a role in gathering information on a child and these include:

Observations of the child during play and in activity sessions

Staff/child interactions and dialogue.

Child/child interactions.

How the child approaches new tasks?

- The key person is the parent's first point of contact. A child's development and learning will be discussed regularly and shared through the child's online Learning Journal, which parents are encouraged to contribute to,

which provides staff with a wider understanding of how the child learns and develops. If a need for intervention is required, the key person, parents/ carers and SENCO will discuss a plan best suited to support the child.

- Special educational needs will be an item placed on every staff meeting agenda in its own right.
- The nursery provides in-service and external training for staff as appropriate.
- The special educational needs policy and its implementation will be evaluated annually at a staff meeting and in the context of government regulations.

### **3. Our Approach to Early Identification:**

- At Littleview, the team are experienced in identifying a delay in children's learning and development or observing a potential special educational need. Through effective communication, monitoring and discussion we may consider using the 'Graduated Approach' also referred to as Assess, Plan, Do, Review (see Point 4 in appendices for details) If a key person has identified an area in which a child appears to be making 'less than expected' progress in their learning and development this approach will be adopted.
- On a child's first settling session, parents/carers are encouraged to bring a pre- completed information sheet regarding their child's needs, comforts, behaviours and interests. The child's key person will use this session as an opportunity to discuss the child's level of development across the 3 prime areas of development and learning - PSED; Communication and Language (CL) and Physical Development (PD). This will be completed using an assessment sheet from the birth to 5 matters, the non- statutory guidance for the EYFS.
- On admission, we request families provide staff with access to their child's Personal Child Health Record (RED book) This information may support a child's starting point and will whether a child has had a Health visiting Health & Development review at 24 – 30 months.
- With parental permission c child's key person may contact the Health visiting team to discuss a child's progress or to arrange an integrated review a 2 years, in which parents would also participate.
- The child's key person is responsible for identifying a child's starting point in their learning and development using a 'spotlight review' which is completed within 2 weeks of a child starting at Littleview. This review will be shared with parent/carers with an invite to discuss, in person, further with their child's key person.
- The child's key person will gather information on a child's learning and development through frequent observations and the child's individual online learning journal. These observations and assessments are monitored during supervision sessions.



- For each child between the age of 24 & 36 months the key person is required to carry out the statutory 'Progress check at 2' (EYFS section 2.4 2021) This is shared with parents/carers who are encouraged to share this with their child's Health Visitor (HV)

### **3.1 Identifying English as an Additional Language (EAL) and Children with SEN**

- Littleview does not assume that a lack of understanding or use of the English language is linked to SEN. We will investigate in order to provide a timely intervention to prevent difficulties becoming more challenging in the future.
- Littleview will firstly talk to parents and implement the 'Graduated Approach'
- With the use of 'Spotlight' assessments, observations, the child's online learning journal, language assessments and possible requests for video recordings of the child's interactions at home, (with translations from parents /carers) a child can be assessed against the Birth to 5 Development matters statements.
- When assessing all children with communication and language delays we feel it is important to rule out any medical or health issues, such as hearing impairment and may encourage parents to have their child's hearing screened.

### **4. Graduated Approach:**

The SEND code of practice does not assume that there are hard and fast categories of SEND. Instead it recognises four broad areas:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Physical & Sensory

Whichever area of need is highlighted through observations and assessments, the graduated approach is followed:

#### **Assess:**

- Through ongoing observations and assessment, if a child's progress gives cause for concern Littleview's SENCo and the child's key person will work in partnership with the child's parents to analyse the child's needs and establish the support required with regards to the four broad areas detailed in the SEND code of Practice: Cognition & Learning; Communication and Interaction; Physical & Sensory; Social, Emotional & Mental Health.
- Analysing the information gathered the key person, the SENCo and parents/carers, the child's strengths and areas where the child needs some support will be identified. The use of the Best Practice Guidance (BPG) audit tool, which is most relevant to the child's area of need will support us to determine if the universal level is meeting the child's needs in that area.
- The use of the BPG will support the setting in evaluating the nursery environment & practice to ensure the child's learning and development is being supported, encouraged and challenged. It ensures that support and intervention is matched to need; barriers to learning are clearly identified & being challenged & the interventions being used are impacting positively on

the child's learning and development. The BPG will detail the child's characteristics of effective learning and their interest, enabling a plan to be created to suit individual needs.

**Plan:**

- If the Universal level doesn't help narrow the gap in the child's learning/development, a review with the parents and SENCO will take place to create a Targeted Plan. A long term outcome will be devised and an agreement about the interventions and the stretching short term targets needed to support a child's progress in achieving their outcome. Staff development needs will be identified and termly (every 6-8 weeks) reviews will be arranged.
- Implementation of the targets or programmes agreed, including assessing the child's response to the action taken.

**Do:**

- The Key Person will remain responsible for working with the child on a daily basis. They will carry out planned support and will monitor response using the targeted BPG audit tool relevant to the child's needs.

**Review:**

- A review of the effectiveness of the support and its impact on the child's progress by the child's key person, SENCO, child's parents and the views of the child, including any agreed changes to targets and support will be carried out every 6-8 weeks.
- Where the child continues to make less than expected progress after following this cycle and implementing the strategies and support linking to the area of need over a sustained period of time, a Personalised intervention will be considered and we may involve appropriate specialists. This could involve requesting a visit from the Equalities and inclusion team or going to LIFT meeting or LIFT surgery to discuss strategies, possible support from external agencies and to consider applying for an Education Health and care needs assessment. This will all require parental agreement.
- When outside agencies become involved in supporting children's learning and development a personalised plan will be created.

**5. Best Practice Guidance (BPG):**

The Best Practice Guidance is a document with associated audit tools. This has been developed by leading Early Years professionals in Kent to support and offer guidance to Early Years settings to enable them to provide an inclusive environment for all

children, assisting practitioners in supporting children to achieve their full potential, including those children with SEND.

The BPG provides an overview of the underpinning knowledge and understanding required by EY practitioners to meet the needs of all children at a universal, targeted and personalised level.

- **Universal Level:** This is a whole setting response- it aims to provide opportunities for Early years settings to evaluate their practice and the learning environment ensuring that it is inclusive to all children, including those with SEND.
- **Targeted Level:** is used to identify and evaluate specific strategies that can be used to differentiate practice or the learning environment to support individual or groups of children including those with SEND
- **Personalised level:** this is when the learning and development for individual children is personally planned, usually with support, advice and guidance from outside agencies to enable a child to participate and make progress.

The BPG audit tools are embedded in Kent's SEND process and this takes into account SEND legislation and the EYFS.

There are 4 audit tools that recognise the broad areas of need based on the SEND code of Practice: Communication & Interaction, Cognition & Learning, Sensory & Physical, Social, Emotional & Mental Health.

All referrals for advice and specialist involvement go through the LIFT process and the relevant, completed, BPG audit tool would need to accompany any referral.

## **6. Our approach to working with Parents and carers.**

At Littleview parental partnership is of the utmost importance. Parent's roles are crucial in supporting children to reach their full potential and their interactions in the home environment influence a child's future achievements and make a significant difference to the child's outcomes.

Littleview believe parents know their child best, therefore we actively engage parents to share their knowledge about their child with the team throughout their Littleview journey.

This is achieved through:

- **An initial introduction** to the setting prior to the child's settling sessions and subsequent 'start' date. This provides the parents with an opportunity to ask questions, observe daily interactions and explore the environment. This is a time when parents have the opportunity to share any concerns they may have regarding the child's learning or development, to discuss any identified SEND and the arrangements or adjustments Littleview may be required to put in place within the environment to support their child. This will also give the

SENCo time to seek additional support or advice from outside agencies prior to the child's 'start date'

- **There is a week-long set of settling sessions** (see the settling in procedure in Admissions policy) During this time, the child's key person will discuss with parents the child's level of development, their needs and their interest. The nursery SENCO and key person will also share information on any special provision being made for a child with SEND and seek the views of the child's parents/cares & child, where appropriate.
- **An open door policy** is in place at Littleview. Parents/carers are welcome and encouraged to share their views on nursery practice and the provision. Parents are made aware that they can contact the nursery via telephone, email, tapestry or in person (asking to arrange a meeting, or chatting at the beginning or end of the day) when they can share information with their child's key person, SENCo or the nursery manager. The parent's voice is always heard and acted upon.
- **A starting point 'spotlight'** This will be completed by the child's key person within the first 2 weeks of the child starting nursery. (see point 3 – Our approach to early Identification)
- **Sharing Spotlight reviews** (see point 3 – Our approach to early Identification)
- **Sharing Progress Check 24-36 months** (see point 3 – Our approach to early Identification)
- **Sharing Written summaries** aim to enable practitioners and parents to understand the child's needs, to note areas where the child is progressing well and identify where progress is less than expected. They aim to describe the actions the nursery intends to take to support any developmental concerns, including working with other professionals or creating targeted plans where appropriate.
- **Sharing Targeted or personalised plans** (see point 4 – Graduated approach)
- **Reviewing targeted plans** (see point 4 – Graduated approach)  
These last 2 stages may be repeated several times.

## **7. Requesting Education, Health and Care Needs assessment and Plans (EHC)**

(Code of Practice, Chapter 9)

An EHCP is designed to support children with severe and complex needs. It draws together professionals from education, health and social care to meet and discuss the specific needs of a child.

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early year's settings. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person.
- Provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services
- We will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

## **8. Working with External Partners:**

### **8.1 Early Years LIFT (Local Inclusion Forum Team)**

- This is a county initiative that has been implemented for local settings to obtain support and help from each other. All settings have been put into groups. The purpose of the meeting is also to discuss issues around inclusion to ensure that settings are meeting the needs of all children. Settings attend the LIFT meeting even when they do not have a child to discuss as this enables setting to setting support and ensures sharing of good practice between practitioners. Meetings are held termly and the core team will consist of an Early Years Specialist Teacher, SEN Advisor/Equality and Inclusion Advisor, Speech and Language service and a Child educational Psychologist may also be on offer to give advice. The meeting will be chaired by the District Co-ordinator.
- This will be the **only** route for referrals.
- If the nursery SENCO and key person along with the child's parents feel that a referral is needed a referral form must be completed with parental signature. The form will be sent, along with the Best Practice Guidance audit input and consent, the targeted plans and may also include the EYFS progress check at 2, progress tracking data and Observations/ analysis, to the LIFT District Co-ordinator a week in advance of the meeting for an agenda to be prepared. Any supporting documentation, e.g. medical reports will be brought along to the meeting.
- There are four main outcomes from a LIFT meeting

- a. Advice, support and ideas from the discussion at the meeting to take back and try
- b. Access to training programmes or the opportunity for bespoke training.
- c. Support from another setting.
- d. Specialist Intervention from a specialist teacher, special school outreach teacher, Educational Psychologist (through the core discretionary offer or commissioning), Early Help involvement or other district based SEND provider.

5 There are two further possible outcomes:

- a. A recommendation that the setting should consider a referral to Early Help. (as referred to in point 7)
- b. A recommendation that the setting consider seeking advice from appropriate health professionals.

## 8.2 Local offer

1 Kent County Council has a statutory duty to develop and publish a Local Offer, setting out the support they expect to be available for local children with special educational needs or disabilities.

The Local Offer has two key purposes:

- I. To provide clear, comprehensive, accessible and up to date information about available provision and how to access it, and
- II. To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

## 8.3 Early Help and Prevention (EHPS)

1 Early Help and Preventative Services brings together all the KCC services that, are focused on early help and prevention, to ensure delivery of a more integrated approach to supporting vulnerable children, young people and families.

2 These services are designed to ensure that every child and young person (0-25 years) and their families are safeguarded, their Education, Social and Emotional needs are met and they are fully supported in achieving good outcomes in a timely and responsive way.

EHPS offer a range of support services to children and families across different levels of need.

These include:

- **Universal services:** Children's centres provide groups and services aimed at all families and include stay and play sessions, midwifery appointments, Health visitor appointments, parent support, breastfeeding support, communication and language and community Health services.

- **Additional support:** for children and families who would benefit from 1:1 support or low level family intervention. The support is expected to last, on average f, for 6-8 weeks.
- **Intensive support: Early Help units-** The Early Help unit works in partnership with other professionals/agencies and the family, to build resilience and develop solutions to problems the family may be experiencing. Accessing intensive support at support level 3 (as detailed in the Kent Support level guidance) is through a single request form through the children's portal to the Front Door. When Intensive support is agreed an Early Help Worker will work with the referrer and the family to complete an assessment and plan to achieve the best outcomes.

## **8.4 Portage**

Portage is an Educational service for pre-school children with SEND, offering bespoke packages of intervention to support a child's development both at home and/or in their early years setting.

Portage practitioner work in partnership with families to support children's learning and development linked to the EYFS using a 'small steps' approach. Contact details: [kentportage@kent.gov.uk](mailto:kentportage@kent.gov.uk)

There will also be more joined up approach with Child and Adolescents Mental Health Services (CAMHS), school nursing and health visiting, together with a more coordinated approach to commissioning children's health provision.

## **9. SEND Funding:**

### **9.1 SENIF- Special Education Needs Inclusion Funding**

SENIF is a statutory requirement made available by KCC to enable settings to support 3 and 4-year-old children with special educational needs and disabilities to secure better outcomes. All applications for SENIF will need to evidence that the child's needs are recognised as requiring SEN support as defined in the SEND Code of Practice 0- 25 and evidence that appropriate strategies and training have been tried for the child and have been unsuccessful. To apply we will need to send the SENIF request form and relevant completed forms (found on Kelsi) and send electronically using the secure Email system (EGRESS) to [SENIF@kent.gov.uk](mailto:SENIF@kent.gov.uk) and the EY Specialist teacher. Applications can be made at any time throughout the year and funding may be agreed for up to a year.

### **9.2 Disability Access Fund (DAF)**

DAF provides funding to support children aged 3-4 years with disability or special educational needs. The DAF aids access to Early year's places by supporting providers in making reasonable adjustments to their provision. (DAF has been extended to include eligible 2 ears olds until September 2023)

If a child is in receipt of Disability Living Allowance (DAL) and the child receives universal or extended free early education and childcare entitlement they may be eligible for DAF.

## **10. Medical Conditions:**

If a child has a medical condition, Littleview may collaborate with the child's parent, healthcare professional (where applicable) to devise an Individual Health Care Plan (IHP) setting out what support each child needs and how this will be provided before admission to Littleview.

The aim of an IHP is to ensure that we know how to support the child effectively and to provide clarity about what needs to be done, when, and by whom. Littleview will seek healthcare, support and training, when necessary. Littleview will ask to see the medication when completing the IHP along with supporting medical evidence, where applicable, so that we can fully understand the administration requirements for your child. (See Health Care & Medication policy)

Although IHP are likely to be helpful in most instances, it is possible that not all children will require one. Littleview staff will need to make judgements about a child's medical conditions and how this impacts on their ability to participate fully in the nursery. The level of detail within the plans will depend on the complexity of their condition and the degree of support required.

## **11. Admissions and Transitions:**

Children with special educational needs are admitted and settled to the nursery in the same way that all other children are. They are admitted after consultation between the parent/carer; nursery manager & SENCO.

A smooth transition for a child is of paramount importance, so to ensure a child's needs are fully met we invite parents and their child to visit so we can share information on how best to support them. This may include:

- Training for staff before the child starts
- Acquiring specialist equipment/ resources that the child may need
- Audit play resources and consider room layouts, ensuring it is suitable and accessible for the child
- Agree a settling in plan with the parents
- Offer a Kartouche booklet to share at home
- When a child with SEND makes the transition to school, we aim to fully support the child and their family through regular discussions and planned activities with the child and peers on what to expect, invite teachers to setting where we can highlight the child's needs and pass on records to help support the child.

## **12. Complaints**

At Littleview, we encourage parents and carers to discuss any concerns with their child's key person, SENCO or the nursery manager immediately. Littleview work in



partnership with parents and carers and it is vital to us that any complaints are dealt with calmly, swiftly and efficiently. (See Littleview complaints Policy)

### **13. Sources of information**

Threads of Success

Early Years Inclusion and Equality Team- [EYInclusion@kent.gov.uk](mailto:EYInclusion@kent.gov.uk)

Local offer

Early Help and [Prevention-earlyhelp@kent.gov.uk](mailto:Prevention-earlyhelp@kent.gov.uk) Tel:03000421576 (All contact details for the Tonbridge and Malling Early Help team can be found on Kelsi website) [www.kelsi.org.uk](http://www.kelsi.org.uk)

## **Appendices A**

### **Guidance on how to identify and support EAL learners with Special Educational Needs**

How to identify and support EAL learners with Special Educational Needs It is important to identify children who may need extra support due to a specific learning need. Early intervention is an effective policy for helping these children to achieve well. Practitioners should not assume that a lack of English language is linked to a learning problem or low intelligence. However if a practitioner is unsure if there is a problem, then it is best to investigate in order to provide a timely intervention, as it could lead to difficulties becoming more challenging at a later date.

Initially the child should be assessed for their competency in their home language – by talking to parents and by observing the child for a period of time. With formative assessments, general observations, a Learning Journey, language assessments and possible video recording of the child at home (with translation by parents) the child can then be assessed against Development Matters statements. (Or Foundation Stage Profile – depending on age of the child). Some assessments can be done alongside parents so that the assessor can also see how the child responds/understands in their home language.

When assessing children it is important to rule out medical/health issues (such as hearing loss). At this stage practitioners should monitor and review the child's learning regularly in order to identify SEN at an early stage. Children under two with SEN are usually picked up through NHS interventions unless they attend Day Nurseries where Nursery professionals will be able to assess developmental levels. Again this can still be tricky if English is not the first language. Professionals can use the Early Support programme to help them set individual targets for specific children. Most children start in settings at age two. At age two all children have a Health Visitor check as well as a progress check, if they attend a setting. This is therefore another time when children who may have SEN as well as EAL could be identified. It is important that staff work closely with parents at this stage to get their view on the child's development.

The other assessment point when children's development progress is clearly stated to parents is when the EYFSP is completed at the end of Reception year. This is another point when EAL children could be identified as having SEN. It must be remembered that most Early Learning Goals can be assessed in the child's home language, EXCEPT for Communication and Language, and Literacy.

Importance of measuring progress in EAL children - The EAL child learns school routines, rules, vocabulary etc. very quickly, therefore the extent of their language differences changes rapidly. A failure to make progress in functional language is an indicator of SEN difficulties. Confidence in using English and new words is also an indicator of language acquisition. Conversely, lack of confidence may indicate a difficulty with language. Quality language stimulation is vital. Oxford has many international families, some very culturally different to UK, other European ones may appear more similar. A stimulating linguistic home-life is important to all children (whether English-speaking, EAL, SEN or normally-developing). Normal advice for

language stimulation (talk to your baby, action songs, simplified instructions, stories etc.) applies to EAL families just as it does to English-speaking families.

When is a child with English as an additional Language not a concern with regard to Special Educational Needs?

From ECAT (Every Child A Talker)

- Children with EAL may speak their home language to staff and other children while they are in the Early Years setting. This is part of finding out that different languages exist

- . • Children learning EAL may mix two languages in one sentence. This is part of the learning process and should decrease over time. 19

- Children may go through a silent period before they feel confident to use English. This can last up to a couple of months

- Children may go through a period of not wanting to use their home language. This may be due to the influence of peers, the dominance of the majority culture or a change in the way that the community or family use their home language.

**Hillview Trustees**  
**Littleview Nursery**  
**SEND Policy**

Compiled by: Carina Law

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