

Supporting Children With Special Educational Needs and Disability (SEND) Policy

Our aims and ethos

Children with special educational needs and disabilities are welcomed at Into The Woods. In our team we have experienced professionals who have worked in schools for many years, and who understand how to support children with SEND and how to access outside services and agencies when needed. Our aim is to ensure that children with SEND get the most out of their time at Into The Woods – to help them settle, make progress (in terms of learning and social and emotional development) and enjoy their time as much as possible. We believe that outdoors, in the woods, is often the best learning environment for children with special educational needs (SEN), and particularly many with social and emotional difficulties, so we are fully committed to supporting them in accessing our provision.

Our SEND provision

- In the setting, we will make whatever adjustments we can (while bearing in mind the interests of all the children), in terms of routines and practicalities, to meet the individual needs of all children, including those with SEND.
- Provision for SEND children is managed by our SEND coordinators (SENDCo). Currently this is Isabel Lincoln for both settings.
- So that we keep up to date with best practice and new developments in providing for children with SEND, the SENDCos attend SEND training at the relevant local authority (Highgate – Haringey, Kenwood – Camden) when it is available, and disseminate information to the rest of the team at staff meetings.
- We are proactive in working with other agencies (e.g. schools or nurseries, and the Haringey SEND team) and welcome their input and involvement.
- We seek advice in how best to support individual children, including from our borough SEND teams – covering relevant inclusion funding options, and any specialist resources/equipment where necessary.
- All SEND children will have their own individual early years support plan, which sets out the tailored support and any additional strategies that has been decided upon, agreed together with the parents, the child's keyperson, and the SENDCo.
- The nursery maintains a SEND file with information relating to children with SEND.
- Partnership with parents/carers

- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's SEND support, including all decision-making processes.
- We ask for and value the views of parents in how best to support their child, and when appropriate will use strategies from home in the nursery.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Haringey's SEND Information Advice and Support Services (the Markfield Project SENDIASS)
- We where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We understand and adhere to the Special Educational Needs and Disability Code of Practice (2014), promoting equality of opportunity for children with SEND.
- We provide resources (human and financial) to implement our SEND Policy.
- We ensure that the provision for children with SEND is the responsibility of all staff members of the setting.
- We ensure that all our staff are aware of the SEND Policy and the procedures for identifying, assessing and making provision for children with SEN.
- When necessary, staff receive additional training on particular strategies to support an individual child or group of children.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We raise awareness of our special educational needs provision via our website and our promotional materials.
- We ensure the effectiveness of our SEND provision by reviewing the progress and outcomes of children with SEND with a view to refining our processes and this policy. We also seek the views of parents and external agencies, use the findings of inspections and consider any complaints in improving our SEND provision.
- We provide a broad, balanced and differentiated curriculum for all children.
- We have systems in place for referring children for further assessment e.g. Speech and Language Therapy (SLT), Early Help Assessment/ Common Assessment Framework, and Education, Health and Care (EHC) needs assessment.
- The transition process for a child moving to a new setting involves the parents and child making school visits sometimes with the SENDCo or keyperson. The SENDCo and keyperson liaise with the receiving school (including SENDCo and class teacher) to ensure there is a smooth transition and arrangements are in place for children with SEND, including sharing their latest SEN support plan or EHC Plan (Education, Health and Care plan).
- We provide a complaints procedure, detailed in the Complaints Procedure policy.

Identifying children with SEN

We have in place a clear approach for the early identification of children with SEN. All staff are aware that they are responsible for the nursery's SEND provision. Staff raise initial concerns with the SENDCo, who can then advise on using the graduated approach with four stages of action; assess, plan, do, review.

If there are any significant concerns raised either by keypersons or parents directly, particularly in terms of communication and language, and social and emotional development, the SENDCo will discuss this with the parents and the child's key person, and agree next steps. Next steps may range from setting a particular focus for activities and learning within the nursery as part of an early years support plan, to contacting outside agencies for support. All decisions and actions are noted in the nursery SEND file.

Children who need additional, dedicated adult support (1-1 support)

Children sometimes need additional, dedicated adult support, because they have needs that cannot be met as one of four children in a key person's group.

This might be to keep them and others safe or to support the child in accessing the curriculum.

As we are an outdoor setting operating in public woods, we require children to have additional adult support to keep them safe more frequently than would be the case for an indoor setting.

Process for the identification and provision of additional adult support

- A child's key person identifies possible additional adult support need
- Key person reports their initial thoughts to their manager
- The key person and manager agree feedback for parents, to be given at the settling review – this will include possible additional adult support need and possible additional fees
- The manager refers the child to the SENDCo for assessment
- The SENDCo observes the child and has an initial meeting with the parents (and key person) to discuss the child's needs and explain the need for 1-1 adult support, detailing why it is needed and how much support is needed.
- The SENDCo produces a support plan, with input from parents, that will be implemented by key person with support from the SENDCo.
- The Head of Nursery recruits a dedicated staff member to provide 1-1 support for the child.
- The business manager contacts the parents to explain what additional fees are payable to cover the provision of 1-1 support.

Additional fees to cover the provision of 1-1 support

- The cost of providing 1-1 support must be paid by the child's parents, as fees to be paid in addition to the usual session fees.
- These additional fees are applicable from the start date of the dedicated 1-1 staff member.
- The business manager will inform the parents how much will be payable.
- After two cycles of implantation and review of the child's SEND support plan, the SENDCo will apply to the local education authority for SEND funding to cover the provision of 1-1 support. If

this funding is secured, it will be applied directly to cover the cost of providing the dedicated staff member and the additional charges to parents will be reduced accordingly.

- The nursery has a limited SEND budget to support low-income families and, where no local authority funding is available, will contribute up to 50% of the cost of providing the additional staff member.

Further guidance

Early Years Foundation Stage Statutory Framework (DfE 2014)

Working Together to Safeguard Children (DfE 2018)

Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

Policy review

Last reviewed: May 2023

Last modified: 24 May 2023

Next review date: May 2025