



Batford Day Care

BATFORD DAY CARE LIMITED SEND POLICY

Version	2.0
Based on Statutory Guidance	0-25 SEND Code of Practice January 2015
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Version	Date	Notes
V2.0	January 2026	New Format

Batford Day Care is committed to:

- Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole Batford Day Care community.
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any staff member or visitor expressing opinions contrary to fundamental British Values, including 'extremist' views, will be actively challenged.

BUILDING STRONG FOUNDATIONS FOR OUR CHILDREN

Batford Day Care, Holcroft Road, Harpenden AL5 5BQ

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1. Rationale

All children at Batford Day Care are entitled to an education that enables them to achieve the best possible educational and other outcomes and become confident with a growing ability to communicate their own views and be ready to make a successful transition into primary school.

Children may have Special Educational Needs or Disability (SEND) either throughout or at any time during their time in day care. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the challenges experienced by the individual child.

2. Principles and Aims

The benefits of early identification of SEND are widely recognised: identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children. Batford Day Care will put arrangements in place to support children with SEND to ensure they have access to a broad, balanced and relevant curriculum.

In this policy the directors of Batford Day Care have regard to the 0-25 SEND Code of Practice (the "Code") as well as the Early Years Foundation Stage statutory framework. The principles underpinning the Code in relation to working with children and young people who have SEND will be observed by all staff. These are:

- taking into account the views of children and their families;
- the importance of children and their parents/carers being involved in decision-making and providing them with the information and support necessary to enable participation in those decisions; and
- the need to support the child and the child's parents/carers to facilitate the development of the child and help them achieve the best possible educational and other outcomes.

We want it to be clear to parents/carers what they can expect from us and we aim to ensure:

- a focus on inclusive practice and removing barriers to learning
- early identification of a child's needs and early intervention to support them
- high quality provision to meet the needs of children with SEND
- collaboration between education, health and social care services to provide support
- successful preparation for the next stage of the child's academic career

3. Definitions

Special Educational Need

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made. Children with a disability will not necessarily have SEN

Learning difficulty or disability

A child of compulsory school age has a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Note that difficulties related solely to learning English as an additional language are not SEND.

Special educational provision

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age

Disability under the Equality Act 2010

Disability is defined 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’. This includes sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between children and young people with a disability and those with SEN.

4. Aims

At Batford Day Care we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations, and we want all our children to feel they are a valued part of our community. We aim to remove any barriers to learning and participation the children may face. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates; and
- need a range of different teaching approaches and experiences

5. Policy

Our Admissions Policy does not differentiate children with SEND.

Batford Day Care will:

- Designate a staff member to be responsible for co-ordinating SEND provision (the SENCo).
- Provide an environment which is conducive to the Special Educational Needs of each child.
- Adopt a graduated approach to SEND provision, with four stages of action: assess, plan, do and review.
- Use best endeavours to make sure that a child with SEND gets the support they need, whether that is within the setting or with the help of specialist practitioners or external agencies.
- Ensure that children with SEND engage in the activities of day care alongside children who do not have SEND.
- Inform parents/carers when we are making special educational provision for a child and signpost them to the information about provision they can expect to be available across education, health and social care for children and young people in the area with SEND– the ‘Local Offer’.
- Review and evaluate regularly the quality and breadth of the support we offer or can access for children with SEND, co-operating with the local authority in reviewing the provision that is available locally, and in developing the Local Offer.

6. SEND Information Report

The Batford Day Care SEND offer (SEND Information Report) sets out how we assess whether children need extra help and what support is available, this is published annually on the Hertfordshire County Council website.

7. Graduated response

Batford Day Care adopts a graduated approach to SEND provision, with four stages of action: assess, plan, do and review. This graduated response recognises that there is a continuum of special educational need and, where necessary and with parental permission, draws support from a range of specialist expertise to support the child.

7.1 Assess

The identification of SEND is built into the overall approach to monitoring the progress and development of all children, which is reviewed and monitored throughout their time at the setting. In order to gain a picture of each child, detailing their strengths, interests and needs, all our children are assessed on entry, enabling us to build upon prior learning. The assessment of children will reflect as far as possible their participation in the whole curriculum.

Our staff are alert to emerging difficulties and respond early; they will also listen and understand when parents/carers express concerns about their child's development.

A delay in learning and development does not necessarily indicate that a child has SEND but where children appear to be behind expected levels, or where a child's progress gives cause for concern, we consider all the information about the child's learning and development from within and beyond the setting to identify whether or not SEND support is appropriate. We will pay particular attention to information on a child's progress in the four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Behaviour emotional and social development
- Sensory and/or physical development

Where we judge that children require special educational provision because they have a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders them from making use of the facilities in the setting, we will strive to make that provision. In all cases, early identification and intervention is likely to significantly reduce the need for more costly interventions at a later stage.

In identifying SEND, staff will work with the SENCo and the child's parents/carers and carry out a detailed analysis of each individual child's need – it should be noted that the purpose of identification is to work out what action is needed, not to fit a child into a category.

7.2 Plan

Special educational provision should be matched to the child's identified SEND and we will involve parents/carers in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

In consultation with parents/carers, the SENCo and key person will agree:

- The desired outcomes for the child
- The interventions and support to be put in place
- The expected impact on progress, development, behaviour

- Date for review

All staff will be made aware of each child's needs, the expected outcomes, the support required and any strategies or approaches to be used.

Planning will:

- Take into account the needs of the child and the view of parents/carers
- Select the interventions and support to meet the outcomes identified
- Base interventions and support on reliable evidence of effectiveness
- Be delivered by practitioners with relevant skills and knowledge
- Identify and address any related staff development needs – the SENCo will seek additional training for staff, if appropriate, to meet a child's needs.

7.3 Do

We use a range of strategies to meet children's SEND. The child's key person remains responsible for working with the child on a daily basis and implements the agreed interventions or programme. We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible we do not withdraw children; although we may work in small groups, or in a one-to-one situation in other areas of the setting to maximise their learning.

The initial step will usually be to devise our own interventions to be used in addition to the usual curriculum: this means planning for the child which is *additional to or different from* the standard provision. An individual plan will be made for them by the SENCo and key person based on the child's specific needs. This plan employs a small-steps approach, to break down the existing levels of attainment into finely graded steps and targets to ensure that children experience success from their own starting points.

We may also make an Individual Assessment of Early Learning and Development, which shows development within each key area of learning. This is done using an IAELD (Individual Assessment of Educational Learning and Development) which is tracked and updated regularly alongside the input from the parent/carer.

The SENCo supports the key person in assessing the child's response to the action taken, problem solving and advising on effective implementation of support.

7.4 Review

The initial assessment will be reviewed regularly to ensure that support is matched to need. On the agreed date, the key person and SENCo, working with the child's parents/carers, will review the effectiveness of the support and its impact on the child's progress. In the light of the review, we will decide whether or not special educational provision and SEND support continue to be required or adapted. Staff will continue to monitor closely to ensure progress continues.

If the child still has SEND the cycle then starts again at Assess with the updated needs of the child being considered and agreement of any changes to the outcomes or to the planned support. This cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress for the child. Next steps could include a decision to:

- call for more specialist assessment;
- arrange more specialist advice for staff or more specialist support for the child; or
- request an EHC needs assessment.

The SENCo will contact specialists as necessary, with the parents/carers agreement.

8. Local Offer

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will be available.

The Local Offer has two key purposes:

- to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents/carers

Hertfordshire County Council's Local Offer is published at

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

9. Education, Health and Care needs assessment

The majority of children with SEND are likely to receive special educational provision through the services set out in the Local Offer. However, if, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, Batford Day Care will consider requesting an Education, Health and Care (EHC) needs assessment. The request will include evidence of the cause for concern gathered through the Graduated Response cycle.

The local authority must conduct an EHC needs assessment for a child under compulsory school age when it considers it may need to make special educational provision in accordance with an EHC plan (EHCP). EHCPs are developed using coordinated assessments from all the services involved with the child and decision-making will involve fully the parents/carers and the early years or school setting attended by the child. EHCPs focus on outcomes: they must say how services will work together to meet the needs of the child or young person, to secure the best possible outcomes for them across education, health and social care.

All EHCPs are reviewed at least yearly and all those involved are invited to consider whether any amendments need to be made.

10. Transition

SEND support will include planning and preparing for transition, before a child moves into another setting or school. This will include a review of the SEND support being provided. As part of the planning process and to support the transition, we will agree with parents/carers the information to be shared with the receiving setting or school. We will also arrange for additional visits if required.

11. Record keeping

We use regular observations, consultations with parents/carers, staff and other professionals to inform planning and the individual records for children are based predominantly on these observations

We use a standard approach to record-keeping and a standard format, which enables us to:

- focus on outcomes and impact
- focus on the participative assess, plan, do, review process without excessive paperwork

- capture the essential evidence
- meet the setting's needs for information
- meet parents/carers needs for information
- capture parents/carers views
- capture children's views

Information gathered may be shared with other professionals with parental permission; a summary of achievement and relevant attachments are sent on to the next school.

12. The role of the SENCo

Batford Day Care is obliged to ensure that there is a qualified Early Years Practitioner designated as the SENCo to ensure the detailed implementation of support for children with SEND. This individual should also have the prescribed qualification for SEND Co-ordination or relevant experience.

The name of Batford Day Care's SENCo is **Joy Scott**. The SENCo is responsible for:

- monitoring and evaluating all Special Educational Needs provision
- managing a range of resources, financial, human and material, to enable appropriate provision for children with SEND
- ensuring all practitioners at Batford Day Care understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- liaising with colleagues where a child raises a cause for concern and to help plan future support for the child
- liaising with professionals or agencies beyond the setting
- ensuring parents/carers are closely involved throughout and that their insights inform action taken by the setting
- advising and supporting colleagues
- ensuring appropriate Individual Educational Plans are in place
- ensuring appropriate records are kept including a record of children on SEND Support
- coordinating the provision of any bespoke training that staff may need to support children with special educational needs or disabilities

The SENCo should work with the other members of the management team to identify any patterns in the identification of SEND, both within the day care and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

13. Partnership with parents/carers

At Batford Day Care, we understand that parents/carers know their child best and we work particularly closely with parents/carers in the support of children with SEND. We encourage an active partnership through an on-going dialogue with parents/carers and an "open door" policy. Parents/carers are vital to our support for children with Special Educational Needs. We have additional meetings with these parents/carers to review the progress of their children against the targets set in the Individual Support Plan and to set new targets, considering the child's needs as a whole. We inform parents/carers of any outside intervention and advice and share the process of decision making by providing clear information relating to the education of children with Special Educational Needs and arrive at joint decisions based on all the available information.

14. Child participation

Although the children at our setting are very young, we encourage them to take responsibility and to make decisions. This is part of the culture at Batford Day Care.

15. Confidentiality

Confidential information is stored in compliance with the GDPR.

We will always discuss any possible referrals to other services with parents/carers to seek their agreement before we make such referrals.

All meetings with parents/carers other than the normal parent/carer staff contact will take place in private.

All staff will be made aware of the Targeted Support agreed for a particular child but understand their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the SENCo or the Day Care Manager.

16. Monitoring and Review

This policy will be reviewed at least once every three years and will be monitored annually as part of preparation of the SEND Information Report.