Bolton College
Early Years &
Pre-School Centre

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Special Education & Health Needs (SEND) Policy 2024-25

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Programme / Business Area:	Student Services
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1. Aim

This policy details the support to be given to children aged 0 – 5 years old requiring Education, Health and Care assistance whilst in attendance at The Early Years and Pre-school Centre.

2. Scope

All children will be given opportunities to develop their social, emotional, physical and cognitive skills in an inclusive and diverse learning facility.

The Early Years and Pre-School Centre will undertake all necessary steps to ensure that support is given to all children, especially children who may present with an existing educational, medical and / or care need and/or children who are deemed to require additional support during their time with us.

As detailed in the Statutory Framework for the Early Years Foundation Stage April 2017 Special Educational Needs 3.37. All children's needs will be met on an individual basis and support provided both within The Early Years and Pre-School Centre by working in partnerships with parents/carers and outside agencies.

All children will be treated with respect and will be valued and included in all aspect of early year's life.

3. Assessment and Support

All children will be assessed after an initial two-week period. This documentation will be the basis of future learning and development needs of each individual child. If any concerns arise from the assessment procedures these will be discussed with setting's Deputy Manager who has responsibility for special educational needs and / or disabilities (SENDCO) and the Nursery Manager. If required the Manager and Deputy Manager will convene a meeting involving parents to discuss any concerns or issues and an Individual Support Plan will be completed to support the child.

All Individual Support Plans will be reviewed on a six weekly basis or as and when new issues or decisions regarding the child's needs arise. All agreed documentation will be signed by parents/carers, the Deputy Manager with responsibility for special educational needs and disabilities (SENDCO) and the child's Keyworker in the setting. Documentation will be forwarded to all outside agencies and or other professionals as and when required, with full parental consent.

4. The Role of the SENDCO

The role of the SENDCO is to ensure that all children with recognised additional needs, educational, health or care needs and those children requiring additional support are integrated into the nursery setting. The SENDCO will ensure Keyworkers are aware of the

support required for individual children and be on hand to offer guidance with all issues relating to additional needs to ensure consistency and continuity of care.

Regulation for role of the SENCO have been amended as of September 2024

They amend regulation 49 to the 2014 Regulations to require that Special Educational Needs Co-ordinators ("SENCOs") complete the relevant SENCO qualification.

They provide for a new qualification for SENCOs, the National Professional Qualification for Special Educational Needs Co-ordinators. The providers of the new qualification are set out in the Schedule. Those who have commenced a course leading to the existing qualification, the National Award for Special Educational Needs Co-ordination, before 1st September 2024 will need to complete that course before 1st September 2027.

The nominated person for Special Educational Needs and Disabilities (SEND) based at The Early Years and Pre-School Centre is Tamara Blake, Deputy Nursery Manager.

The SENDCO will:

- Ensure that all records relating to education, health and care are updated as required and then regularly reviewed accordingly.
- Ensure records are held in a confidential manner and only shared on a need-to-know basis in line with GDPR.
- Attend regular training/forums
- Update The Early Years staff team on any new initiatives or strategies for working with children with additional needs.
- Ensure that staff are trained on any child's specific health need/or requirement enabling the child's personal need to be met.
- Liaise with other professionals and outside agencies, in joint partnership with parents as and when the need arises.
- Ensure that the nursery environment is inclusive to all and will make the necessary adjustments if required to meet the individual needs of a child.
- Ensure all activities will be adapted to ensure the setting is delivering an inclusive curriculum.

5. Sharing the Policy

Parents/carers will be notified of The Early Years and Preschool Centres Policy for children requiring educational, health or care needs support at the point of induction to the setting.

Parents/carers will be encouraged to share information with regards to their child's health, medical and wellbeing to ensure continuity of care and welfare for each child.

Parents/carers will be consulted and allowed access to all records regarding their child and written consent gained if outside agencies or other professionals need to be contacted to support a child's medical, health or educational needs.

If parents feel that the Education, Health and Care Needs Policy has not been adhered to, the setting's Complaints Policy must be followed. In the first instance complaints need to be sent in writing to the Nursery Manager, Bolton College, Early Years and Pre-School Centre, Deane Road, Bolton BL3 2BG.

Please note:

The Early Years and Pre-School Centre adheres to the Early Years Guide 0-25 SEND Code of Practice (Sept 2014) These regulations have been amended from the Special Educational Needs and Disability Regulations 2014 (S.I. 2014/1530) ("the 2014 Regulations").

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All records will be held in-line with current GDPR recommendations (May 18)

EHCP's (Education Health and Care Plans) are legal documents for children and young people aged up to 25 years old who need more support than is available through regular special educational needs support in educational settings

EHC Plans identify educational health and social care needs and set out advanced support to meet children's needs. One of our key duties as a setting is to use our best skills and knowledge to support children with EHCP's or work with other professionals to develop a plan when a child would benefit from an EHCP.