



## Special Educational Needs and Disabilities / Inclusion Policy

At Shofar we have regard for the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act (2010).

All children are welcomed into our community, regardless of need or disability. When we know that a child may have a special educational need or disability (SEND) before they start with us, we will endeavor to set up a good transition for them into our setting involving child, parents/carers and any outside professionals known to the child. This may involve the child visiting our setting on a number of occasions and/or a home visit by one of our members of staff.

We have a named SENCO (Special Educational Needs or Disability Co-ordinator) who is Sharon Lee and a Deputy SENCO who is Tashi Ungar.

They are there to support all members of staff in the early identification of special needs. They are also responsible for the day-to-day provision for children with SEND. The individual needs of all our children are taken into consideration when planning the curriculum so as to ensure it is accessible to the needs of all our children.

Together with a child's key worker, our SENCO and/or Deputy SENCO maintains and oversees all records for children with SEND in our setting. Following discussion and consultation with parents/carers the SENCO and / or Deputy SENCO may liaise with other staff and outside agencies as appropriate (such as health, education and social services) regarding the Special Educational Needs and Disabilities of a child.

We are committed to effective collaboration between all agencies working with a child together with a multi-disciplinary approach to meeting children's special educational needs.

The detailed systems and procedures on the 'Graduated Approach to Identifying and Planning for needs in the Early Years' protocol (see attached) ensure that where there is an identified need, we will work in true partnership with the child, their family and other professionals to achieve the best possible outcomes.

Policy reviewed October 2019

Next review date October 2020

Sharon Lee  
Head teacher and SENCO of Shofar

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# A Graduated Approach to Identifying and Planning for needs in the Early Years

When concerns are raised by Parent or Staff – Key staff need to

- Consider what is happening in the child's wider life and circumstances by talking to parents
- Reflect on your environment, practice and routines
- Carry out observations on the area causing concern
- Think about what is developmentally appropriate considering age/stage
- Talk with other members of staff and the setting SENCO
- Have a planned meeting with Parents

This may result in one of three following options A, B or C

B

Action may include:

- Increased **differentiation**
- Focussed observation and assessment
- Regular involvement and review with Parents
- Advice from Area SENCO with parental permission and Consultation Request Form
- Add to **SEN Profile (Monitor)**

Child makes progress.  
Continue **differentiation** and **Monitor** progress.

Despite **SEN Support** the child makes little or no progress

Consider external referrals through the Barnet Child Development Team

**OR**

a child starts at setting with referrals already made

**OR** professionals already involved.

Assess, plan, do, review cycle continues with additional professional advice

Possible application for additional resources

Child makes progress  
Assess, plan, do, review cycle continues with additional professional advice/resources

A

Concerns resolved  
no further action

C

Child moves to **SEN support** and is placed on the **SEN profile**. The child has an Individualised **SEN Support Plan**. Parents and Area SENCO involved

- Assess
- Plan
- Do
- Review

Child makes progress  
either  
continue **SEN Support Cycle**  
**OR**  
move to **Monitor** progress

Child makes little or no progress.  
The outcome of the review is to request an Education Health and Care Needs Assessment.  
This may lead to an **EHC Plan** and additional resources