



Special Educational Needs and Disability

The Nursery is committed to the inclusion of children with disabilities/special needs. Our philosophy is that children with special needs have the right to be educated and to develop to their individual potential, alongside other children within a Nursery Environment, in accordance with the Early Years Foundation Stage guidelines.

In order to achieve this, we will:

- Have regard for the DfES Code of Practice in the Intervention and Assessment of Special Educational Needs and Disabilities.
- Appoint a Special Educational Needs Co-ordinator (SENCO) to co-ordinate provision throughout the nursery
- Work in partnership with parents
- Recognise the importance of early intervention in identifying and meeting the individual needs of children.
- Ensure that all children have access to a broad range of activities and experiences, irrespective of the Special Educational Needs and Disabilities.
- Explore all opportunities to provide additional resources to match the individual needs of children
- Develop areas of knowledge and specialism within the staff team.
- Provide appropriate opportunities for the development of every child's self-esteem and encourage full integration into the setting
- Support parents/carers in obtaining help and advice from outside agencies, such as health visitors, psychologists, paediatricians etc.
- Regularly consult parents/carers and appropriate professionals regarding the child's progress and the way forward. This will ensure a planned, co-ordinated approach for provision of the child's needs
- Observe children, in conjunction with parents/carers, to assess the effectiveness of the provision made for the child and act accordingly
- Make available appropriate training and offer it to all staff.
- Encourage staff to establish relationships with local Early Years settings to share expertise and training.
- Evaluate the success of this policy by monitoring the progress of children with Special Educational Needs and Disabilities.
- If parents are at all dissatisfied with the provision for their child they should contact the Nursery SENCO in the first instance. If they remain unhappy they should contact the Nursery Manager. If parents/carers are still unhappy following this they should follow the nursery complaints procedure.

Lisa Small is the named SENCO



The role of the Special Educational Needs Co-ordinator is:

- To take responsibility for the day to day operation of the S.E.N.D Policy
- To liaise with nursery staff and primary carers to ascertain which children are giving cause for concern.
- To take the lead in observation and assessment of identifying children, considering their strengths, weaknesses and consequent needs.
- To take the lead in planning future support for children with SEN, in discussion with the child's parents and key person.
- To take the lead in implementing and reviewing statements of special educational needs.
- To liaise with parents and other professionals in respect of children with special educational needs
- To co-ordinate provision for children with special educational needs through Early Response and SEN support stage.
- To implement an Early Help Assessment if appropriate.
- To take responsibility for the transfer of SEN records to the child's next setting.
- To offer support and advice to nursery staff, key person and primary carers. This will include attendance at meetings between staff and primary carers, attendance at meetings between staff and outside agencies, provision of written Individual Education Plans, containing targets for the child, review date and strategies to be used, taking the lead in monitoring and reviewing the action taken.
- To maintain an up to date Special Educational Needs/ Disability register
- To ensure that relevant background information about individual children with Special Educational Needs is collected, recorded and updated.
- To keep up to date with changes in legislation and methodology regarding Special Educational Needs and to attend such training as may be required.
- To provide training for staff
- To perform any other duties in connection with children with Special Educational Needs as may be deemed necessary by the management.

Procedure

When a child starts the nursery the child's key person will talk to the parent/carer about their child. Any existing special educational needs, disability or health problems will be noted at this time

The nursery staff will continuously monitor each child's progress and regularly update assessments to record each child's development and achievements. The on-going assessments and observations will be used to aid the early identification of special educational needs.



If a key person believes a child has special educational needs the following action will be taken.

- The nursery team will gather information about the child, through observations and make an initial assessment.
- The nursery will consult with the child's parent/carers explaining that there are some causes for concern, ascertaining the parent/carers views, and offering ideas of how they can help at home.
- The nursery staff will provide special help. Notes will be kept to explain what objectives have been carried out, and progress will be reviewed regularly, through parent/carer and key person communication sheets.

If nursery staff believe more specialist assessments and support would be of benefit to the child, the nursery will consult with the parent/carer and with their approval contact appropriate outside agencies to seek help and support.

If appropriate an Individual Education Plan (IEP) may be drawn up by the SENCO and the child's key person, in consultation with the child's parent/carer and other professionals.

The SENCO, the child's key person and the child's parents/carer will regularly review the IEP and determine whether it continues to meet the child's needs (reviews need not be formal meetings). The child's IEP may be revised in the light of reviews held.

To meet the needs of all the children in our care it may be necessary at times to share information with staff in order to support the child's learning and development. All information will be on a need to know basis and the child's parent's permission will be requested.

When a child with special educational needs/disability moves from one setting to another the nursery will ensure that copies of all reports and other paper work are passed on to the new setting to ensure that they are fully aware of the child's needs and of the support been offered to date.