

Special Educational Needs

Statement

The nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to develop their full potential alongside each other, through positive experiences to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

The nursery believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

The nursery is committed to working alongside parents in the provision for their child's individual needs, to enable us to help the child to develop to their full potential. The nursery is committed to work with any child who has a specific need or disability to enable the child to make full use of the nursery's facilities. All children with special needs have a right to a broad and well-balanced education.

Our groups aims to have regard to DfES Special Educational Needs Code of Practice on the Identification and Assessment of Special Educational Needs, and to provide welcome, and appropriate learning opportunities, for all children.

The group monitors and reviews its policy regularly and makes adjustments when necessary.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that affects his/her educational needs by:

- 1 liaising with the child's parents
- 2 liaising with any professional agencies
- 3 reading any reports that have been prepared
- 4 attending any review meetings with the local authority
- 5 regularly monitoring observations carried out on the child's development.

All children will be given a full settling in period when joining the nursery according to their needs.

Aims

- 1 recognise any special needs a child may have and ensure all staff are aware of and have regard for the Special Educational Needs Code of Practice on identification and assessment of special needs
- 2 include all children in our provision
- 3 provide practitioners to help support parents and children with special educational needs (SEN)/disabilities
- 4 develop and maintain a core team of staff who are experienced in the care of children with special needs and employ a special needs co-ordinator (SENCO) who is experienced in the care and assessment of children with special needs. Staff will be provided with specific training relating to SEN and the SEN Code of Practice
- 5 identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies
- 6 work in partnership with parents and other agencies in meeting individual children's needs including the health and education authorities and seek advice, support and training. This includes: therapists, health visitors,

psychologists, social workers, paediatricians and Portage workers

- 7 monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- 8 ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
- 9 promote positive images and role models during play experiences of those with additional or special needs wherever possible

Our nursery Special Education Needs Co-ordinator (SENCO) is Mandy Farmer

S/he works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special needs policy of the nursery, always making sure plans and records are shared with parents.

Methods

- 1 designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents
- 2 provide a statement showing how we provide for children with SEN/disabilities
- 3 ensure that the provision for children with SEN/disabilities is the responsibility of all members of the nursery
- 4 ensure that our inclusive admissions practice ensures equality of access and opportunity
- 5 ensure that our physical environment is as far as possible suitable for children with disabilities
- 6 work closely with parents of children with SEN/disabilities to create and maintain a positive partnership

- 7 ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education
- 8 provide parents with information on sources of independent advice and support
- 9 liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child's needs to ensure continuity of care and information exchange
- 10 use the graduated response system for identifying, assessing and responding to children's special educational needs
- 11 provide a broad and balanced curriculum for all children with SEN/disabilities
- 12 provide a differentiated curriculum to meet individual needs and abilities
- 13 use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities
- 14 review IEPs regularly each term and hold review meetings with parents at this time
- 15 ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability
- 16 use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities
- 17 provide resources (human and financial) to implement our SEN/disability policy
- 18 if it is felt that a child's needs cannot be met in the group without support of a one to one worker, funding will be sought to employ one
- 19 provide a key person system to ensure that each adult is especially responsible for, and close to, just a few children, so each child receives plenty of adult time and attention
- 20 provide a physical environment which is suitable for children with

- disabilities as far as possible
- 21 ensure the privacy of children with SEN/disabilities when intimate care is being provided
 - 22 liaise with external agencies to provide in-service training for practitioners and volunteers
 - 23 raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
 - 24 ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
 - 25 provide a complaints procedure
 - 26 monitor and review our policy annually.

Special Educational Needs code of practice

It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that our nursery should adopt a graduated approach to assessment through Early Years Action and Early Years Action Plus. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will identify any child with special educational needs. Our nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Early Years Action

The child is identified with special educational needs. The SENCO, working alongside colleagues and parents, will assess and record the child's needs and provide an individual education plan providing future support. This plan will be

continually under review in consultation with the child and his/her parent/guardian.

Early Years Action Plus

Is characterised by the involvement of external support services, usually requested by the SENCO and colleagues in consultation with the child's parents. If the help given through Early Years Action Plus is not sufficient to enable the child to progress satisfactorily, it may be necessary for the setting, in consultation with the parents and any external agencies already involved, to request a statutory assessment towards a statement of special educational needs.