

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Our Nursery aims to have regard to The Special Educational Needs and Disability (SEND) Code of Practice (July 2014). We will provide appropriate learning opportunities for all children, to be entitled to a broad, balanced and purposeful Early Years Curriculum. We will work with Parents and other agencies to achieve this

- Children with special needs, like all other children, are admitted to the Nursery after consultation between parents and Nursery Manager.
- Entrance to the Nursery is accessible to all
- All children will be valued and included and their individual needs will be met.
- All Pre-school children have equality of access to the Early Years Foundation Stage curriculum. Observations and assessment are carried out on all children.
- All children are welcome and the admission arrangements are flexible (see admissions policy). We work in partnership with parents to ensure successful induction and are very committed to our partnership with parents.
- We value any relevant information from parents about their child this is recorded on the child's registration form on induction, on records from other professionals. Parents and carers are central to the process of meeting additional needs and expertise.
- Staff access Special Needs and Early Years training and circulate up to date information from courses with others.
- Staff have individual files with information on Special Needs. They are deployed to cater for individual needs and staff/child ratios are amended accordingly when working with a child with Special Needs.
- Opportunities for learning will be adopted to ensure that all children have access to the Early Years Stage curriculum.
- Reasonable adaptations will be made to admit a child with additional needs
- Our Early Years Inclusion Officer will then be involved to support the staff if necessary.
- All observations and arrangements are in line with the Early Years Foundation Stage Curriculum.
- The SENCO will support parents by carrying out 6 weekly review meetings. No information will be exchanged without parents' permission. External Services will not be involved without parental consent. They will be supported to understand the Code of Practice (issued with the code of practice – guide to parents) and be given information on how to access help from the Parent Partnership Service.
- All our procedures are in line with the Code of Practice.
- Early identification and intervention is very important so the process of meeting the child's individual need can be put into place. Support plans for the child together with the parents and the SENCO will be written.
- In consultation with our Early Years Inclusion Officer a decision may be made to refer a child to the Early Years Forum, in conjunction with the child's parents
- Whilst encouraging children's confidence and independence any risk factors to this will be jointly considered.
- If parents have any concerns or complaints, these should be discussed by the Manager/SENCO and if necessary a Development Officer from the Early Years Childcare Services will be involved (see the complaints procedure).

- As a child moves on through the nursery all records, assessments and any other documentation is transferred to the room with the child. When the child leaves nursery the school they will be attending will receive all this information.
- A decision made by the Early Years Forum may be taken to delay entrance into mainstream school and allow the child to go through a slower transition process.
- We have a commitment to working with other agencies. We link with the SEND Inclusion team of Stoke-on-Trent Children's Services, expressing our concerns about a child to them. We also liaise with other agencies e.g. health visitors, speech and language therapist etc. Working together is very important so that all the individual areas of the child's needs are addressed. We meet regularly to monitor progress.
- The policy will be reviewed every twelve months by the Manager and whole staff, any changes in legislation or amendments from training information will be added to the policy when necessary.

The Special Educational Needs Co-ordinator is **VAL BROWN (SENCO)**

This is the person responsible for the Code of Practice to be applied effectively in our setting.

ROLES AND RESPONSIBILITIES OF A SENCO

- Ensure that all Practitioners understand their responsibilities to Children with SEND.
- Meet, support and advise colleagues.
- Carry out any extra observations or assessments (Pathways, Locke and Beech) on the child if necessary, parents' consent is sought to do this.
- Carry out 6 weekly review meetings with parents, put support plans and targets together with the parents.
- To make sure that there is liaison with parents and other professionals when assessing, planning and supporting children whom have Special Educational Needs.
- Make sure that relevant background information about individual children is collected, recorded and kept up date.
- Ensure that parents are closely involved throughout.
- Make appropriate referrals.

NEW SEN AND DISABILITY CODE OF PRACTICE (JULY 2014)

The Graduated Pathway supports the Child's Needs with three stages of:

ASSESS

PLAN

DO AND REVIEW

