

# Special Educational Needs Policy

Version: 1

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## Policy Statements

In accordance with our equal opportunities statement and our admissions policy, children with special educational needs (SEN) and disabilities will be treated with the attention and consideration as any other child in the nursery and will also be provided with all reasonable assistance in order to maximize the benefits of inclusion in the nursery community and make the most of the opportunities provided for their development and learning.

Children with SEN statements will be included in all learning opportunities and nursery activities. All children with disabilities and special educational needs have access to play and learning experiences and to the Foundation Stage Curriculum differentiated to meet their needs. The children are given choices and are praised and encouraged in their work. Children's Individual Education Plans are used to support access to the Foundation stage Curriculum.

We ensure that the SEN and Disability Act 2010 and in particular the new SEN code of practice are implemented in our nursery.

Our nursery is on 2 levels with access up 2 steps. We have carpeted areas, sleep room accessible toilets, changing areas, curtains and blinds to prevent glare and easily accessed flat outside play area. We would continue to increase access as appropriate.

Staff will have access to appropriate training to assist the implementation of the aims and objectives of this policy. We access training through the local Early Years Partnership. We would seek extra staff support and training where necessary in order to support a child with disability and or special educational needs.

We adapt our resources to suit the needs of children. We belong to our local area SENCO network, which supports us in working with other agencies and professionals when appropriate.

Limitations to the physical environment will be addressed as much as reasonably possible within the legal requirements set down by the Disability Act 2001.

We are committed to working in partnership with parents/carers and to listening to the children's views.

Any complaint should be made following the nursery Complaints Procedure as detailed in the nursery brochure.

Ref: Early Years Inclusion Induction Programme

## **Role of the Special Educational Needs Coordinator**

The Special Educational Needs Coordinator (SENCO) is: Helen O'Neill

The SENCO will:

- Liase with parents
- Liase with other professionals
- Advise and support nursery staff
- Ensures that appropriate Individual Educational Plans (I.E.P.s) are in place
- Ensures that background information (key worker observations, parental input) is collected,
- recorded and updated
- Takes the lead in further assessment of the child's strengths and areas for development to
- guide future planning to meet the child's needs
- Takes the lead in monitoring and reviewing any action taken to support the child
- Ensures that the appropriate records are kept for children at Early Years Action, Early Years
- Implements the action plus procedures below for children with SEN statements

### **Action Plus for those with statements**

Our settling in procedure allows for flexibility to meet each child's needs and may take as long as is necessary. Our system of parents evenings, observation and record keeping by key workers, which operates in conjunction with parents, enables us to identify and monitor children's needs and progress, on an individual basis. Any concerns are identified and shared by the key worker with parents, and appropriate action is taken; for example – contacting outside agencies for advice and forming an individual plan for the child. We feel that it is important for the parent to be fully involved in our thoughts for the child and for the parent to have the lead in what they want for their child.

We differentiate activities so that children with a range of abilities are catered for. If despite this differentiation taking place a child continues to make little progress in one area of development or more the key worker will bring this to the attention of the unit leader and the SENCO. The key worker will work in partnership with the parents and involve the child as appropriate to prepare an Individual Education Plan (IEP) with 2 or 3 targets. This stage is known as Early Years Action

The strengths and preferences of the child will be used to prepare the plan. The IEP will be reviewed regularly and progress and future plans discussed with parents.

If after the IEP is being put into use, additional help is needed to enable the child to progress, we will seek advice from other agencies with parents/carers permission. This stage is known as Early Years Action Plus.