



Special educational needs and disability Policy

SENCO: - 2 SENCO within both our nursery sites

Definition of Special Educational Needs (SEN)

"Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them". As defined by the Code of Practice 2014 for those who have Special Educational Needs and disabled children.

POLICY STATEMENT

At Ashfield Nursery we strive to provide an environment in which all children with special educational needs and disabilities (SENDCO) are supported to reach their full potential.

- We work within the guidelines set by the new Special Educational Needs and Disability Code of Practice (2014).
- We try to ensure that our provision is inclusive to all children with Special Educational Needs and Disabilities.
- We endeavor to support the parents of all children with Special Educational Needs and Disabilities.
- We are trained to identify the specific needs of children with Special Educational Needs at the earliest opportunity and meet those needs through a range of SEN strategies.
- We actively seek to work in partnership with parents and other agencies in meeting individual children's needs.

PROCEDURES:

- At Ashfield Nursery we designate a member of staff to be the lead Special Educational Needs Co-coordinator (SENCO) and provide parents with her name. We aim to encourage all key practitioners to access SENCO training.

Our lead SENCO works closely with the Regional manager and Key worker of the child and oversees the shared responsibility for the day-to-day operation of Supporting Children with Special Educational Needs and Disabilities, and for co-ordinating provision for children with SEND.

- Colleagues are aware that the provision for children with special educational needs is the responsibility of all members of the setting.
- We value, acknowledge and respect the individuality of children and promote a "feel good" approach about themselves
- Our inclusive admissions practice endeavors to ensure equality of access and opportunity for all.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- The nursery manager and staff will make outings suitable for the children and carry out risk assessments and record their findings- all necessary arrangements must be made to meet the needs of every child.
- We liaise with other professionals involved with children with special educational needs and disabilities and their families.
- We provide a broad, balanced and differentiated curriculum for all children.
- We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs and disabilities.
- We ensure that children with special educational needs and disabilities are appropriately involved (assess plan, do and review) taking into account their levels of ability.

- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
- We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF)...in our local authority.
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
- We provide resources to implement our 'Supporting Children with Special Educational Needs and Disabilities' Policy.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We operate a complaints procedure.
- We monitor and review our policy at least annually.

Further Guidance

- SEND Code of Practice for the Early Years (Pre-school Learning Alliance 2014)
- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

The policy was modified and adopted on review date.....

Signed.....

Role of signatory.....

date.....