

Special Educational Needs & Disabilities Policy

The EYFS General Welfare Requirements state:

'All providers must have and implement an effective policy about ensuring equality of opportunities and for supporting children with learning difficulties and disabilities.'
(EYFS:DCSF:2008,P25)

The section of the Childcare Register relating to this policy is: CR6.4-CR6.5

Named SENCO at each Nursery Setting: Sylvia Mann (NF); Pat Marsh (CM) Tina Brookes (CX) Katie Buckley (ST) Michelle Harbun (SI)

This Policy is inclusive of all adults within the setting, including staff, parents, students and visitors.

The Nursery & Out of School Club show a great commitment to the inclusion of all children regardless of their Special Education Need (SEN). All children over 3 are given the opportunity to develop their knowledge, understanding and skills by following the 'Six Areas of Learning' set out in the Foundation Stage Curriculum Guidance.

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

For children under 3 we follow the 'Four Aspects of Learning' set out in the Birth to Three Matters Framework:

- A Strong Child
- A Skilful Communicator
- A Competent Learner
- A Healthy Child

This is achieved in many ways as listed below, but the most important thing is, is that it is achieved at a consistent and steady pace for the child. Recognising their individual strengths and previous experiences and building on them. Everything we do works towards achieving the 'Every Child Matters' five outcomes for children:



- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Social and Economic Well-being

This policy includes information about the identification, assessment and provision for all children with SEN, admissions and integration arrangements, staffing policies and arrangements for working with parents and other external bodies.

Admissions

There is no presumption one way or the other to children with SEN. As a quality provider we treat all children as individuals and as a private provider we accept children with existing SEN to achieve their integration into the childcare and education setting.

Integration

The Nursery and Out of School Club is committed to the integration of children with SEN. Our philosophy is that children have a right to care and education alongside other children to develop their full potential. Children are encouraged to take part in all aspects of routines and activities. They will be fully involved in daily routines, freeplay, outside play, structured activities and visits. When outings are being organised children with SEN will always be included. Wherever possible we will promote positive images of those with SEN in line with our Equality and Diversity Policy. Depending on the individual assessment of each child, adaptations and changes to the provision will be made.

Staffing Policies

Where possible we integrate children with SEN into our existing provision with their peers utilising the same staff ratios as laid down in The Children Act (2004). However, where necessary we can provide more individual care and education, and if this cannot be facilitated internally then outside agencies will be approached for assistance.

Working With Parents

Partnership with parents is a necessity at all stages of the process. It begins with discussion about the initial concern and the first steps to be taken and continues with full inclusion about all assessments and future plans. Parents will be given details of such services as the SEN Parent Partnership Scheme to help them understand, from



others, the process and to offer them additional support outside of our provision. Should specialist agencies become involved we will make every attempt to provide information to parents regarding support from these also. At any stage should a parent have a complaint regarding our SEN provision they may follow our standard Complaints Procedure in the usual way.

Identification Process - (The Code of Practice 2001)

- ◆ There is an appointed Special Education Needs Co-ordinator (SENCO) who will manage the day-to-day running of the policy.
- ◆ It is the responsibility of all staff to be aware that some children may have an unidentified SEN and to bring to the attention of the Room Leader any concerns they may have identified as part of the routine Assessments (in line with our Assessment Procedure) or at any other time.
- ◆ Room Leaders are then responsible for informing the SENCO of any concerns that they have on an individual child.
- ◆ It is then the responsibility of the SENCO to undertake some informal observations of the child to confirm or renounce the concern.
- ◆ If the concern is confirmed at this stage the SENCO must inform the Nursery Manager and then follow the assessment stages as laid out below. If the concern is not proven then no further action need be taken at this point but details will be kept on file for future reference if further concerns are raised at a later date.

Assessment Procedure

Once a concern has been confirmed by the SENCO we follow the Special Educational Needs Code of Practice, three stage model of Action and Intervention.

1. Early Years Action

If staff working in the Foundation Stage has concerns about a child who, despite receiving early years educational experiences, is making little or no progress, then the following actions are carried out by the SENCO

- Formal observations of the child take place to identify the specific areas of need, this will be done jointly between the SENCO and the Room Leader. (The Manager or Deputy Manager may also assist with this)
- Additional information about the child is collated from parents during an arranged meeting, and the SENCO discusses with them the concerns that have been raised during the observation process.



- The parents will be made aware of LEA's Parent Partnership Service, and permission will be sought when necessary from the parents to obtain advice from the LEA, Area SENCO or other outside agencies. If the concern is of a more physical nature (hearing/sight) it will be suggested to parents that they seek help from the appropriate professionals in the health service.
- Individual Educational Plans (IEP's) are developed through consulting parents the child and colleagues. This will include information about the short-term targets, the teaching strategies and the provision to be put in place
- The SENCO will set up and co-ordinate monitoring and review meetings with the parents and colleagues to look at the outcomes of the IEP and how the child is progressing.

2. Early Years Action Plus

If during the monitoring and review meetings it is agreed that, the child:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at an early years curriculum substantially below that of children of a similar age
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme

Then, a request for help from external support services will be sought. They will be available to assist with the future education of the child and in the creation of new IEP's. The SENCO is responsible for liaising with these agencies and for keeping the parents informed. **NO ACTION WILL BE TAKEN WITHOUT PARENTAL CONSENT - AT ANY STAGE.**

3. Requests for Statutory Assessment

If by the time the child has reached the age of 4 or 5 and has still made very little progress, it may be necessary for the SENCO along side the parents and external agencies to consider contacting the LEA, who will then determine whether a statutory assessment is required.

Record Keeping

A SEN register will be maintained by the SENCO stating names of children that are at the three-stage model of action and intervention. All children's files are kept in a confidential folder stored in the office.

SEN Training



We are committed, as part of our continual training plan, to improving the knowledge, skills and awareness of staff in the identification and assessment of children with SEN and on making provision to meet identified needs. This will be achieved via information sharing from the SENCO and by providing in-house and external training sessions for all the staff.

Links With Other Providers

Where possible or required to do so we will provide any relevant information to other pre-schools/nurseries schools. Early Years transfer profiles will be used to transfer relevant information if the child has attended long enough to complete these. We will consult with parents when the need arises in these instances. Where multi-agencies are involved we will attend relevant meetings as appropriate and share our part of the responsibility of providing care and education for the child. We will also consult with all agencies on an individual basis as the need arises.

Review of Policy

This policy is reviewed every six months at planned meetings attended by the SENCO's from each site. It will also be reviewed in response to changes in legislation and changes within the company.

