

Special Educational Needs and Disability Policy

Date: September 2018

Review Date: October 2019

Introduction

This policy is about keeping in line with the nursery aims, its teaching and practice, other learning policies and its Equality Policy. The nursery is committed to a policy of inclusion; one in which the development, learning achievements, attitudes and well being of all children are important.

At Newton Westpark Nursery we believe that all children, regardless of gender, race, class or disability are valued equally. We believe that children with a special educational or additional need are not viewed as a separate entity but are part of the whole nursery approach. Different children's needs and abilities are recognised and met through varied, flexible provision and daily planning that is carried out in each room (E.Y.F.S – Unique child)

Aims of the Policy

The aims of our Special Educational Needs and Disability policy is to ensure that our provision provides all children with every opportunity to achieve to their full potential, and that they are happy and successful members of the Nursery. Full regard will be given to the Code of Practice for Special Educational Needs and Disability (2015).

The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of children within the setting in partnership with parents and other relevant parties.

For further reference please see:

- Special Educational Needs and Disability Code of Practice 2015.
- The Education Act 1996.

Definition of Special Education Needs

Children have special education needs if they have a *learning difficulty* or a *disability* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- A. Have a significantly greater difficulty in learning than the majority of children of the same age
- B. Have a disability, which prevents or hinders them from making use of educational facilities (i.e. curriculum) of a kind provided for children of the same age in school nurseries within the area of the local education authority
- C. Are under compulsory school age and fall within the definition at A or B above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Role of the SENCO

At Newton Westpark Nursery the designated person who has responsibility for the co-ordination of Special Education Needs (SENCO) is Kerry Atkins who will link with the school SENCO and with Joanne Keenan the Area SENCO, who has special responsibility for SEN in the Authority.

The SENCO has responsibility for:

- Ensuring liaison with parents and other professionals in respect of children with additional or special educational needs.
- Advising and supporting other practitioners in the Nursery.

- Ensuring that appropriate Individual Education Plans/ Support Plans or Behaviour Plans are in place and reflect the principles of EYFS.
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.

Identification of Need

Our aim is to identify any additional needs early so that we can support each child as quickly as possible. When a child first starts nursery, a baseline assessment will be made working in partnerships with parents/ carers. Throughout their time in the setting, staff and in particular a child's Key Person, will observe and monitor progress and development using the EYFS guidance. When necessary staff will discuss any concerns about development and learning with the SENCO. This information will also be shared with parents and their views sought.

The Staged Approach:

Identified need: Arrange a meeting to discuss concerns about a child regarding their learning and development. This is to be held by SENCO, with parents, key person and manager (if appropriate) present. Aim to gain consent (complete **EYINc2** form) from parents to take our concerns to an Inclusion Progress Meeting (IPM).

Inclusion Progress Meeting: SENCO, Manager or Key Person to attend to discuss our concerns and to seek further advice from the Early Years Team.

Plan of Action: Develop a plan of action regarding processes and interventions to meet the needs of the children identified. Create a support plan to put into place at nursery, whilst working in partnership with parents at all times.

Review Action Plan: Discuss any progression made and the effectiveness of interventions. Next steps would be to continue with support action plans or to take to the next level.

EYInc4: Request for the involvement of external support services who may come into observe the child. They can then help with advice on new support plans and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and may provide support for particular activities. Continually update parents and other professionals involved on progress made to decide on next steps.

EYInc5: Initial Assessment visit

EYINc6a: SEN transition passport to new settings.

Tis 1:- Application for targeted individual support.

Admissions Arrangements

At Newton Westpark Nursery we actively welcome all children. Admission arrangements for children with additional or special needs are the same as for all other children. (See Admissions policy):

- With parent's permission, the Nursery Manager and SENCO, will ensure any relevant transition information is sought so that procedures, specialist equipment, access or resources are in place when a child starts Nursery. Any professionals already involved will be contacted for necessary information.
- The child's Key Person will observe and monitor progress and share findings, achievements and possible concerns with parents, the SENCO and Nursery Manager. As with all children, we aim to work in close partnership with parents caring for and teaching their child.
- Relevant training will be given for staff if required.
- Planning and support will be delivered to the whole team when admitting a child with an identified need (Disability Discrimination Act 2001)

Resources

- These will be appropriate to the child's needs
- Relevant specialist equipment will be purchased or loaned
- Paperwork and documents will be readily available to parents and carers
- Allocation of budgets for S.E.N. equipment will be linked to the Nursery Development Plan.

Access to the curriculum

The Early Years Foundation Stage document provides guidance for Early Years Practitioners on ensuring quality care and learning experiences for all children.

- Daily observations and assessments feed into daily planning in order that children's individual needs and interests are responded to.
- The environment (inside and outside), resources and practice is constantly evaluated to ensure access for all children.

Staff Training

Records will be kept of all training that staff has accessed. Training will be identified in various ways, appraisals, individual needs, team needs. Relevant training will be given in order to meet a child's individual needs.

Outside Agencies

Newton Westpark Nursery will work with other professionals including:

- Health Visitors
- Speech and Language Therapist
- Occupational Therapist
- Educational Psychologists
- Clinical Psychologists
- Inclusion Officer
- Early Years Consultant with responsibility for SEN in the locality.
- Physiotherapists
- Visually Impaired Team
- Hearing Impaired Team
- Portage Team
- Community Paediatrician
- SEN Specialist
- Early Support Team
- Family Support Workers

Partnership with Parents and Carers

The role of parents/carers is vital in the identification, assessment and response to their children's additional or special needs. We value a true partnership with parents/carer and we aim to encourage them to participate fully in their child's education and care whilst at Nursery. All staff must be aware of pressures a parent may be under because of their child's individual needs.

All information will be shared.

We will respect the validity of differing perspectives and seek constructive ways of reconciling different view points.

Confidentiality – A child will not be discussed with any professional without seeking the parent's permission.

Links with Schools

Transition to schools will follow our Transition procedure which can be found within the Settling in policy under Transition from Nursery to Reception.

The Transition document will contain all relevant SEN documentation.

We will aim for a slow, structured transition with as much information shared as possible.

Management Signature:

Date: