

## What should I do if I think my child has a special need?

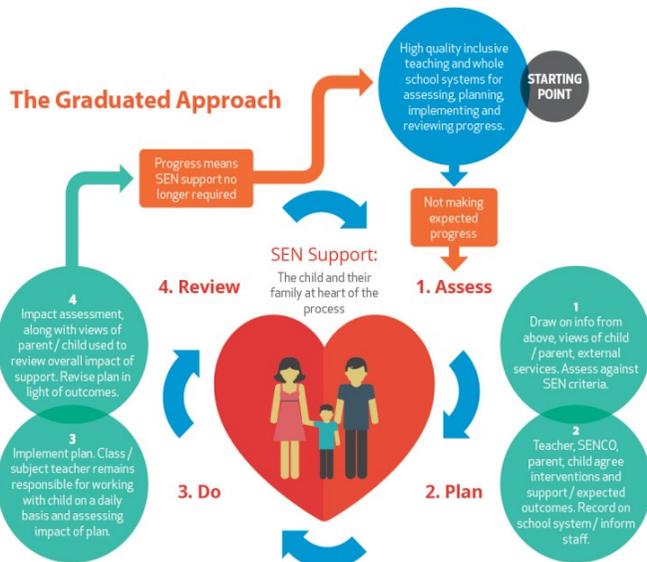
Talk to your child's key worker about any concerns you have. Try not to compare your child to other children. Children develop different skills at different stages throughout their lives. Just because they haven't achieved it yet, doesn't mean they won't.

## Who can I talk to?

We have an open door policy and I am always happy to have a chat with you. If you think you need longer or want to talk in private please call the office to make an appointment.

## What happens next?

If you/we think your child may have SEN then we may signpost you to any local 'drop in' clinics or suggest an appointment with the G.P. With your permission we will use an IAELD (Individual Assessment of Early Learning and Development) to assess your child to assess their current skills and which areas they may need help in developing. We also use the graduated approach.



"Staff expertly use every interaction as an opportunity to develop children's speech, language and vocabulary".

Ofsted report where we were graded Outstanding 1st February 2016.

Our SEN policy, is available for you to read in the lobby.

Our Early Years local offer can be found on our website and on the Hertfordshire website.

[www.ladybirdsnursery.com](http://www.ladybirdsnursery.com)

[www.herts.gov.uk](http://www.herts.gov.uk)

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# SENCO

(Special Educational Needs co-ordinator)



My name is Gemma Harris and I am SENco at Ladybirds Nursery (special educational needs co-ordinator).

My role as SENco is to

- Support and liaise with parents in identifying if their child has SEND (special educational needs and disability).
- To liaise with professionals and agencies beyond the setting e.g. Speech and language therapists, physiotherapists etc.
- Ensure close partnership with parents and that their views and their child's views (where possible) are taken into account.
- To keep updated with new legislation and share with colleagues.
- Ensure all practitioners understand the setting's approach to identifying and meeting SEN.
- Ensure all practitioners understand the responsibility they have towards children with SEN.

We work within and comply with the SEND code of practice 2015.

The Code of Practice 2015 states that 'Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

The Code of Practice 2015 looks at each area of SEND within four categories of need:

- 1 Cognition and learning
- 2 Communication and interaction
- 3 Sensory and/or Physical Needs
- 4 Social, Emotional and Mental health.

Each category is linked to the EYFS outcomes.

The Early Years Outcomes statements describe what children within the six overlapping age bands would typically do for each of the seven areas of learning if they developed as expected.

## What is SEN?

- ◆ Language and Communication difficulties that affect their ability to learn and develop.
- ◆ Physical difficulties or a sensory impairment that requires adjustments and/or support.
- ◆ Emotional difficulties that affect their learning and development.
- ◆ A medical condition that affects their learning and development.
- ◆ The developmental gap is widening between them and their peers.

## What is not SEN?

- ◆ English as a second language.
- ◆ If your child is introverted or quiet.
- ◆ They are fidgety and active.
- ◆ They like their own company.
- ◆ They cannot write their name yet.
- ◆ If they are a boy and like dolls and dressing up as a princess or if they are a girl and like cars or using hammers and nails.

These are just a few, the list goes on.

## 4 Categories of need

