

Special Educational Needs and Disability Policy

Policy statement

To provide an environment in which each child is given appropriate learning opportunities to reach their potential. To identify any SEND issues as soon as possible and develop an effective strategy to respond to these difficulties. To work in partnership with Parents to aid their child's development. To follow and comply with the Equality Act 2010 and the DfES 'SEN Code of Practice 2014' on Special Educational Needs and Disability and the guidelines supplied to private and voluntary providers of pre-school education.

Procedures

- Particular responsibility for SEND falls to Gemma Harris, who attends in-service training, including cluster meetings as necessary and leads staff development.
- The SENCO has overall responsibility for managing special needs and liaising with parents and outside agencies.
- Publishing our 'local offer' on our website highlighting the services we offer to support SEND
- Making staff aware of individual children's needs to ensure continuity of care is offered.
- Seeking information and training opportunities for our staff from Herts for learning, SEND area cluster groups, the Early Years Network, Pre-school Learning Alliance, Area IDO, NDNA network and other groups.
- Admitting all children including those with special needs after consultation between parents, Principals and key workers and professionals (where appropriate).
- Seeking funding, to ensure that provision is appropriate to the child's needs if it is felt that they cannot be met in the Nursery without additional personnel and/or equipment.
- Working with other local private nurseries & Alban Way Children's centre to pool resources and expertise.
- Providing for those who need help with communication, language and literacy skills through using alternative and augmentative communication, visual and written materials in different formats and ICT including Makaton
- Planning where necessary to develop understanding through the use of all available senses and experiences through using a variety of materials, resources and word descriptions to partly compensate for a lack of first hand experiences.
- Planning for full participation in learning and in physical and practical activity through providing additional adult support when needed, adapting activities or environments, using specialist aids and equipments thus boosting confidence and encouraging independence.

- Helping children who have particular difficulties with behaviour to take part in learning effectively through setting reasonable expectations which have been discussed with the child, establishing clear boundaries, appreciating and praising children's efforts, giving children every opportunity and encouragement to develop skills they need to work well with another child or children and helping children to value and respect their own contribution and that of others.
- Identifying and assessing as early as possible and as quickly as is consistent with thoroughness all children with SEND.
- Creating simple systems for supporting children with SEND eg Assess, Plan, Do & Review.
- Developing a Support Plan, monitoring and evaluating strategies to maximise development and alert any relevant support or outside agencies at the earliest possible stage.
- Ensuring that ongoing observation and assessment provide regular feedback to staff and parents about a child's achievements and experiences and that the outcomes of such assessments form the basis for planning the next steps of a child's learning.
- The use of an IAELD and Early Support Developmental Journals help to inform/assess a child's development needs and is used alongside a Support Plan. Wellcomm, a speech and language toolkit is used for screening and interventions.
- Review meetings are held with parents approximately every 6 to 8 weeks.
- Keeping records of individual children and using the assessment process to allow children to show what they know, understand and can do, as well as to identify any learning difficulties.
- SEND records will be kept confidential and locked away in a file in the office. It is in this room that parents may have private discussions with staff about their child. Copies without the child's name but including their initials will be kept in their room to ensure staff work to these identified targets
- Staff sensitively handle any issues/situations that may cause children/parents distress.
- Accessibility to the premises is facilitated by a path leading from the car park to the Nursery gate where a disabled ramp enables people to enter into the main teaching room. The disabled toilet is sited next to this room. All rooms in the new wing are on ground level.
- The outside play area is part patio to provide a large, flat space for physical play.
- Purchasing resources wherever possible that can be adapted for SEND use eg. sand and water tray with adjustable legs, trikes that can be moved without pedals
- The ability to alter the layout of the teaching room to allow for children with specific needs.
- Promoting a positive awareness of people who have difficulties.

- Gathering information from parents from the registration form and informal discussions during the child's pre-visit/settle session.
- Drawing on the parent's knowledge and expertise to plan appropriate provision for the child.
- Establishing and maintaining a close working partnership with parents which may result in a Support Plan being developed and implemented at home and in Nursery.
- Encouraging parents to share any expertise, or resources they have which is useful to their child.

This policy is also relevant to EYFS commitments:
1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 4.1, 4.2 & 4.3