

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Nursery SENCo: **JANE LAYCOCK**

The Deputy SENCo: _____

This Policy has been written in line with the Education (SEND) (Information) regulations, the code of practice and the SEND act.

Introduction

Every child may experience difficulties – learning, social, behavioural, and physical or a combination of these, at some time in their nursery life.

We define these difficulties as Special Educational Needs and Disabilities.

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

We believe that educational provision should be made for children with Special Educational Needs and Disabilities.

Children have a learning difficulty if they: -

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in nurseries within the area of the local educational authority.

Key Documents

- Special Educational Needs and Disability Act 2001 (attachment a)
- CAF referral (held in SEND file)
- SEND Code of Practice (held in SEND file)
- Disability and Discrimination Act 1995 (attachment b)
- 1989 Children Act. (Amendments 2004) (attachment c)
- Guidance for statutory assessment (held in SEND file)
- Every Child Matters – Change for Children
- How to identify children with co-ordination difficulties (in SEND file)
- Speech and language referral (in SEND file)
- OFSTED – Guidance
- Guidance on Special Educational needs A
Graduated Response 2010 (Bedfordshire County Council) (held in SEND file in filing cabinet)

Objectives

- To offer high standard of broad and balanced curriculum to all children.
- Give all children the right to participate in the setting and the community.
- To identify children early and make provision to meet those needs.
- To use strategies that will be based upon the child's abilities and strengths and will result in improving the quality of education for all children.
- To work in partnership with staff, children, parents and outside agencies to be involved in the planning and implementation of the strategies when appropriate and possible.
- To provide a network of support for children with special needs, which is sensitive, flexible and suited to individual needs and to provide a challenging for talented and gifted pupils.

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- Children have equal rights to Education in those with SEND.
- To keep precise but detailed records of all children with SEND and monitor or record and evaluate a child's progress.

The nursery ensures that the aims can be met by supplying staff with clarity as to their responsibilities in relation to SEND.

Parental Involvement

Working with parents through a graduated response to a child's special educational needs and disabilities as identified in the code of practice.

Access: information and support for parents in community languages.

Arrangements for responding to parents concerns in line with Local Authority guidelines.

- Staff and parents work together through all S.E.N.D stages.
- Staff and parents regularly share information about a child with special educational needs and disabilities.
- Individual education plans are written and reviewed in consultation with parents and advisory teams
- Details of daily contact how and who.

Policy

Our aim is to make the nursery a place which enables pupils to: -

- Be self-motivated and facilitate their own learning whenever possible
- Become partners in their own learning
- Be supported in their difficulties and encouraged to extend their strengths
- Feel that their learning is important
- Progress within a broad and balanced curriculum
- Value their own development
- Overcome potential barriers to learning
- Experience learning in a secure, supportive, challenging, interesting and calm environment.

More Able Pupils

Aims

- Provide opportunities for children to develop their personalities and specific skills or talents.
- Help children to develop socially, emotionally and intellectually.
- Acknowledge high levels of ability and make appropriate provision for this.
- Encourage children to maximise the opportunities available to them.
- Gain the support of parents.

Definition

Gifted children are those with high ability, talented or potential in the expressive or creative arts or sports including those who show achievement or potential in a range of contexts. They may have specific aptitude or affinity in the following areas:

- Creative ability
- Physical Ability
- General intellectual ability
- ICT

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A more able child is identified through nursery assessment and judgement.

- Assessments undertaken in nursery
- Discussion with colleagues
- Ongoing assessment using differentiated tasks.
- Observation

Parents will be informed if their child has been identified as being more able and gifted.

Admissions

These are in line with the nursery admissions policy which does not discriminate against anyone with a disability.

Local Authority Support Services

- A relevant list of available support services (Foundation Stage Advisory Teachers (inclusion), Early Years Support Service (SEND) etc)
- The way in which the setting accesses external support.

Responsibilities

- The responsibility of the head of the setting to make provision for children with SEND and to work closely with the SENCo
- The role of the SENCo – to work closely with all staff for the day to day implementation of the SEND policy and co – coordinating provision for the children with SEND through Early Years Action and Early Years Action Plus.
- The roles undertaken by staff in order to ensure the SEND policy are implemented.
- The practices and procedures in place to ensure the early identification of children's special educational needs.
- The implementation of EHA's or SEND plans
- The liaison procedure between staff and parents and external agencies.

How needs are identified and determined and reviewed.

Early Years

- Information from previous Preschool/Nurseries.
- Information from parents.
- Observations.
- Assessments Profiles
- Medical Information
- Observations by nursery

Provision required will be made in conjunction with parents.

Role of Nursery

- The operation of the Special Educational Needs and Disabilities Policy
- Coordinating and monitoring the provision for children with S.E.N.D
- Maintaining up to date data on children with SEND
- Liaising with and advising colleagues, parents, external agencies and staff

If the child makes adequate progress with the additional support then the support may be reduced and encourage them to become independent learners.

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Evaluation and monitoring of practice.

- Nursery keeps a list of children receiving additional support
- Reviewing and monitoring of IEPs
- Evidence of differentiation
- Observations
- Staff awareness

Complaints

These will be in accordance with the nursery's complaints procedure.

The use of nursery's and facilities outside nursery including links with support services

The Nursery will liaise with appropriate Education services to seek advice and support:

Partnership with parents

If parents are concerned about the provision made for their child experiencing difficulties, they should speak to Mrs Laycock / Mrs McFadden or the SENCo Officer

Parents will be involved in their child's learning and will be consulted when the child is considered for nursery action.

IEPs are shared with parents during an appointment with the nursery.

REVIEWING THE POLICY

The Policy will be reviewed every year unless a change in legislation necessitates a shorter review period or there are changes in the activities or personnel of the Provision that require changes to be made.

Adapted by: Jane Laycock

Date: April 2019

Signed by:

Review date: April 2020