

Special Educational Needs (SEN) Policy

Our Nursery aims to welcome and provide appropriate learning opportunities for all children, and to have regard to the DfES Code of Practice in the Identification and Assessment of Special Educational Needs (SEN).

In order to achieve this, we have appointed a Special Educational Needs Co-ordinator (SENCO), Deputy Manager, who is responsible for the day-to-day operation of the SEN policy.

In order to achieve these aims, we will:

- Ensure that all children have the same entitlement to a broad-based curriculum
- Explore all opportunities to provide extra resources to match the child's individual needs
- Regularly review with the parents and any appropriate professionals, the child's progress and the way forward, which will ensure a planned, co-ordinated approach for the provision of the child's needs
- Provide appropriate opportunities for the development of every child's self-esteem and encourage full integration into the setting
- Support parents/carers in obtaining help and advice from outside agencies, such as health visitors, paediatricians etc.
- Evaluate the success of the inclusion policy by monitoring the progress of children with SEN offer and make available appropriate training to all staff
- Encourage staff to establish relationships with other local settings to share expertise and training
- In conjunction with parents, our observations and record keeping will enable us to monitor the child's needs and progress on an individual basis
- When a child has been identified and before any further action is taken, there will be full and on-going discussion with parents. Other professional agencies concerned with the child will be consulted as appropriate. The SENCO is responsible for managing this process

The Role of the Special Educational Needs Co-ordinator

- To liaise with staff and primary carers to ascertain which children are giving cause for concern
- To take the lead in observation and assessment of identified children and identification of their strengths, weaknesses and consequent needs, in conjunction with staff
- To take the lead in planning future support for children with SEN, in discussion with staff
- To liaise with outside agencies where necessary
- To offer support and advice to staff and primary carers. This will include:
 - I. Attendance at meetings between staff and primary carers.
 - II. Attendance at meetings between staff and outside agencies.
 - III. Provision of written Individual Education Plans, containing targets for the child, review date and strategies to be employed
 - IV. Taking the lead in monitoring and reviewing the action taken
- To maintain an up to date Register of Special Needs.
- To ensure that relevant background information about individual children

with Special Educational Needs is collected, recorded and updated

- To keep up to date with changes in legislation and methodology regarding Special Educational Needs and to attend such training as may be required in order to do so

Definitions of SEN and disability

- A child has SEN if they have a learning difficulty or disability which calls for a special education provision to be made for them.
A learning difficulty or disability means that a child of compulsory school age has a significantly greater difficulty in learning than the majority of other children of the same age; and/or has a disability which prevents or hinders them from making use of the sort of facilities generally provided for others of the same age.
- For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age. For a child under two years of age, special educational provision means educational provision of any kind.
A child under compulsory school age has SEN if he or she is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.
A disability is defined in the Equality Act 2010 as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Identification, assessment and provision of SEN

- Where we have emerging concerns about a child and/or where a child has identified additional needs or a disability, we will find out as much as possible about the needs of the child and any support the child or family may need to ensure the child makes the best progress in their learning and development. We do this by:
 - liaising with the child's parents
 - observing each child's development and monitoring such observations regularly
 - Provide individual action plans (IEP's)
 - liaising with any other relevant professionals engaged with the child and their family
 - seeking any specialist help or support
 - researching relevant publications/sources of help
 - reading any reports that have been prepared
 - Attending any assessment or review meetings with the local authority/professionals.

The Staged Model of Special Educational Needs

Early Years Action:

- The staff in consultation with the SENCO needs to gather information to assess the child's learning difficulties. An Individual Education Programme (IEP) is written which will contain agreed interventions/support, expected impact and a date for review. All provisions for extra support are made within the nursery.

Early Years Action Plus:

- As at Early Years Action with additional support from specialists from outside the nursery for example a speech and language therapist or an educational psychologist.

Early help assessment:

- If we believe a child and their family would benefit from support from more than one agency, for example where a child may have difficulties linked to poor housing or difficult domestic circumstances, we may complete a CAF (common assessment framework) to get early help for the family. The common assessment framework aims to ensure that early help services are coordinated and not delivered in a disjointed way.
- Request for education, health and care (EHC) needs assessment:
- If help given through the IEP and the IEP+ is not sufficient to enable the child to make satisfactory progress, we may request, in consultation with the parents and any external agencies already involved, an assessment of the child's needs by the local authority.
- EHC plan:
- If the local authority feels that there is a need for long term support they will go forward with an EHC plan. The plan will set out in detail the education, health and social care support that is to be provided to the child with SEN or disability.

Complaints

If parents are at all dissatisfied with the provision for their child, they should contact the Manager in the first instance. If they remain unhappy after this contact, they should contact the Director.

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