



9.2 Supporting Children with Special Education Needs and Disability

Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs and disabilities.

Policy statement

We provide an environment in which all children with special educational needs and disability (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND¹.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate at least one member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCOs are: Julia Robinson and Sarah Brisker.

¹ This includes disabled children with special educational needs

- A child with defined SEND will typically have a 1:1 in our setting. This keyworker will work closely with our SENCo and our Manager to ensure that all of our stated policies and procedures under our Supporting Children with Special Educational Needs are met as well as co-ordinating the provision for the child with SEND under their care.

The SENCo will have responsibility for:

- The overall commitment to our Supporting Children with Special Education Needs policies and procedures and their implementation in the Setting.
- Liaison with parents and other professionals in respect of children with special educational needs.
- Taking the lead in further assessments and planning support.
- Advising and supporting other practitioners in the setting.
- Ensuring that appropriate Individual Targeted Plans are in place and that these are reviewed regularly.
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated at SEND Support and for those with an Education and Health Care Plan.

- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEND support to ensure early identification of children with SEND.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress by:
 - Bringing an issue to the attention of the SENCo
 - Observe, monitor and share their findings with staff and parents.
 - Allocating time to devise planned intervention and monitor.
 - Adapt working practices and the environment to suit the needs of the child.
 - Produce individual educational plans with achievable targets for the child.

- Attend regular staff training to provide effective intervention
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes

- Where appropriate, we take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Education, Health and Care (EHC) assessment.

- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disability Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs and Disability Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We raise awareness of our special education provision via our website.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.
- We will respect parent's rights to confidentiality when supporting children with Special Needs; we will always discuss any possible referrals to other services with parents to seek their agreement before we make such referrals. All meetings with parents other than the normal parent staff contact will take place in private.
- Parents will be involved in setting all targets for their child. Targeted Support will be reviewed regularly and parents will be invited to contribute to this review.
- If a child moves to another nursery or reception setting we complete a Nursery Transfer Summary that outlines the child's achievements at our setting. This has a section which relates to Special Educational Needs and asks for the parents and child's comments.

This policy was adopted by The Village Nursery School on March 1st, 2015.

This policy was last reviewed on _____ by _____

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This policy was last reviewed on _____ by _____

Name of Signatory: Julia Robinson

Role of Signatory: Owner / Principal