



SPECIAL EDUCATIONAL NEEDS POLICY

1. The Aims of Our Special Educational Needs Policy

We recognise that children and their families within the community have a wide range of needs and we endeavour to play a part in meeting those needs. The nursery is committed to inclusion. We understand the importance of children with special educational needs having access to mainstream settings and whilst we have some physical constraint with our building, we will do our utmost to overcome these, if at all possible, to allow access to all children. The best interests of the child will always be paramount.

2. Achieving Our Aims

In order to help us achieve the aims of our Special Educational Needs Policy, we will:

- Appoint a Special Educational Needs Coordinator (SENCO) to coordinate provision throughout the nursery.
- Work in partnership with parents.
- Recognise the importance of early intervention in identifying and meeting the individual needs of children.
- Ensure that all children have access to a broad range of activities and experiences, irrespective of their special educational needs.
- Explore all opportunities to provide additional resources to match the individual needs of the children.
- Develop areas of knowledge and specialism within the staff team and the setting.
- 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 and psychologists.
- Regularly consult parents/carers and appropriate professionals regarding the child's progress and the way forward. This will ensure a planned and co-ordinated approach for provision of the child's needs.
- Observe children in conjunction with parents/carers to assess the effectiveness of the provision made for the child and act accordingly.
- Make appropriate training available and offer it to all staff.
- Encourage staff to establish relationships with other local Early Years settings to share expertise and training.
- Evaluate the success of this policy by monitoring the progress of children with Special Educational Needs.



2.1 The Role of the Special Needs Coordinator is:

- To take responsibility for the day to day operation of the Special Educational Needs Policy.
- To liaise with nursery staff and primary carers to ascertain which children are giving cause for concern.
- To take the lead in observation and assessment of identified children, considering their strengths, weaknesses and consequent needs.
- To take the lead in planning further support for children with SEN, in discussion with the child's parents and key worker.
- To liaise with parents and other professionals in respect of children with SEN.
- To coordinate provision for children with SEN through Early Years Action **and Early Years action Plus stages.**
- To implement a Common assessment Framework (CAF), if appropriate.
- To take responsibility for the transfer of SEN records to the child's next setting.
- To offer support and advice to nursery staff, key worker and primary carers. This will include attendance at meetings between staff and primary carers, attendance at meetings between staff and outside agencies, provision of written individual Educational Plans, containing targets for the child, review date and strategies to be used and taking the lead in monitoring and reviewing the action taken.
- To maintain an up to date monitoring of **Concerns register.**
- To ensure that relevant background information about individual children with SEN is collected, recorded and updated.
- To keep up to date with changes in legislation and methodology regarding SEN and to attend such training as may be required.
- To provide training both internal and external, for nursery staff.
- To perform any other duties in connection with children with SEN as may be deemed necessary by the management.

3. Special Educational Needs Procedure

When a child with special educational needs is admitted to the nursery, the SENCO will work closely with the child's parents, other professionals and other settings, if applicable, to ensure the smooth transition and admission for the child in line with our **Transition, Continuity and Interagency Working Policy.**

3.1 Initial Procedures

Staff members will perform regular observations and ongoing assessments of all children, to identify and support their individual needs as early as possible.

If a parent or a member of staff is concerned about a child's progress the nursery staff will work with the parents to try to address these concerns.

If necessary, information regarding this concern will be passed to the SENCO.



The SENCO will speak to the child's key worker, observe the child in the nursery, assess the child's needs and offer advice to staff members and parents. Once the child has been identified as having SEN and following consultation with the parents, **if it is deemed necessary, the child will be placed on the Monitoring of Concerns Register (at this stage it may be necessary to intervene through Early Years Action**

3.2 After Placement on the Monitoring of concerns Register

When the child has been placed on the Monitoring of Concerns Register, an Individual Education Plan (IEP) will be drawn up (the IEP will be drawn up by the Ivy League Nursery SENCO and the child's key worker, in consultation with the child's parents and other professionals).

The SENCO, the child's key person and the child's parents will regularly review the IEP and determine whether it continues to meet the child's needs (reviews need not be formal meetings). The child's IEP may be revised in the light of reviews held.

If, following a further review, the child still fails to make progress, the child will move on to the Early Years Action Plus stage.

3.3 After Movement to the Early Years Action Plus Stage

The Early Years Action Plus Stage involves accessing external support services which can provide more specialist assessments, help with advice on new IEP and targets, give advice on the use of new or specialist strategies or materials or in some cases, provide support for strategies.

If the child still fails to make progress, a statutory multi-disciplinary assessment may be required. The LEA will determine the child's need for a statutory assessment. This assessment will enable the correct choice of school to be made and determine the type and level of support that the child requires.

If necessary, a Common Assessment Framework (CAF) will be implemented in response to the child's individual needs

4. SENCO

Our current SENCO is

SANDRA DIXON

5. Monitoring and Review

This policy will be regularly monitored and reviewed.