

Special educational needs/disability policy

Statement of intent

We provide an environment in which all children and adults are supported to reach their full potential.

Aims

- We have regard for the DFES Special Educational Needs Code of Practice.
- Our nursery has regard of part 3 of the Disability Discrimination Act 1995
- We adhere to the 2010 Equality Act
- We understand the term disability to mean ‘a physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to perform normal day to day activities’.
- We include all children and adults in our provision who are treated fairly with dignity and respect.
- We will not treat children or adults less favourably if they have a physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to perform normal day to day activities.
- We provide a safe, supportive and welcoming environment and the opportunities we provide are open to all.
- We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities at the home and nursery visits and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies (EMTAS, Health Visitors, Speech and Language therapists) in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

Methods

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. This person is Samantha Guy- manager.
- We provide a statement showing how we provide for children with SEN/disabilities.
- As a setting we have written a Local Offer to show in detail how we support SEND.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We will make reasonable adjustments to policies, practices and procedures so as not to make it impossible or unreasonably difficult for young disabled children to make use of the service.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We use a graduated approach for identifying, assessing and responding to children's special educational needs and use the Assess, Plan, Do and Review strategy.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.

- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We make transition to Primary schools/Infant schools as effortless as possible sharing play plans, IEP's IBP's after being reviewed by parents, half termly.

Children and adults with SEN / disabilities

Staff are aware the signs and symptoms may be different for children with SEN and/or verbal communication difficulties. Staff have regular opportunities to discuss any concerns with their line manager at mentoring sessions but staff are encouraged to bring concerns to the CP lead immediately.

Signed.....Manager/Owner

Dated: September 2016

Review date: September 2017