

# Skallywags

## Special educational needs and disabilities policy

In compliance with the children's and family act 2014 and the SEN (d) code of practice 2015 and 2019

### The Nursery's philosophy

We aim to provide all children with a broad and balanced learning environment that is committed to the inclusion of all children with or without special educational needs.

Our philosophy is that all children should have the opportunity to develop to their full potential alongside other children in a safe educational environment.

We believe that all children should be equally valued and we will strive to eliminate prejudice and discrimination.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways, which take account of their varied life experiences and needs.

All children are welcomed into our nursery and if a child has an additional need, we will make the appropriate adaptations for them to attend the nursery as outlined in the special educational needs and disability code of practice 2015

We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, Travelers, Asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
  
- Those who are gifted and talented
  
- Those who are looked after by the local authority

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development. It may relate to factors in their environment, including the learning environment and provide teaching and learning contexts, which enable every child to achieve to his or her full potential.

### The role of the named person/s

The Special Educational Needs coordinator is Miss Karen Sproul, who takes the lead role in relation to SEND.

The named persons are responsible for liaising with parents, staff and outside agencies to ensure that all children with an additional needs or disabilities receive the care, support and encouragement to reach their full potential.

### Objectives:

- To ensure the SEN code of practice and Disability Act are implemented effectively.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with special educational needs.

- To continually monitor the progress of all children, to identify the needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class, teachers, SENCO and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated nursery provision, for those pupils recorded as having SEN at early action or early action plus.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To make reasonable adjustments to the building to ensure it is accessible to all (Equality act 2010)
- To involve the children themselves in the planning and in any decision making that affects them.

### Arrangements for coordinating SEN and disability provision

- . Education and Health plan to be completed for all children with SEN and/or disability, EHCP to be completed with parents and Senco.
- The SENCO will meet with the child's key person every six weeks to discuss additional needs and review education healthcare plans at other times, the SENCO will be alerted to newly arising concerns through the child's key person
- Targets arising from meetings and reviews will be used to inform and support group approaches to inclusion. E.g., differentiation varied teaching styles.
- The SENCO monitors the quality and effectiveness of provision for children with SEN through observation.
- Key persons, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

### Identification and Assessment arrangements, Monitoring and review procedures

The Nursery's system for regularly observing, assessing and recording the progress of all children is used to identify children who may have additional needs.

Based on the nurseries observations and assessments data and following a discussion between the key person, the SENCO and parent, the child may be recorded as needing either:

1. Early intervention through a learning programme adapted to meet the child's individual needs and support within the environment
2. Additional support through Early help and a targeted individual response
3. Additional support from joint services.

We will refer to the graduated response for further guidance:

Graduated response: This is a model of action within the setting to support a child with an additional need

- Assess
- Plan
- Do
- Review

Early years action: This is where the setting liaises with parents and the special needs coordinator. Strategies will be devised which are additional to the curriculum and an individual education plan will be devised, with some targets for the child to achieve.

Early help: Other professionals become involved with supporting the parent/s and child at this stage. Additional strategies or different strategies than those devised in the early year's targets stage, an EHC

plan will be created. In the instant that reasonable adjustments need to be made to the nursery, we will seek funding from SENDIF for materials or for personal support for the child or even for making necessary referrals to the authorities.

Our Early help officer is: **Carol Dalton** Tel: 0207 525 5072

Other professionals that may be used for information and support include:

Health visitor, Speech and language therapist and/or Educational psychologist

### Arrangements for partnership with parents/carers.

The early years foundation stage states that close working between practitioners and parents is vital for the identification of the child's learning needs. We understand that parents are vital to a child's wellbeing. We aim to work in partnership with parents

- Staff and parents/carers will work together to support children identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the key worker to meet all parents/carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if appropriate.
- At review meetings with parents/carers, we try to ensure that the child's strengths are discussed as well as any weakness". Where we make suggestions as to where the parents/carers can help at home, these are specific and achievable and all parents/carers leave the meeting with a clear understanding of the action to be taken and the way in which outcomes will be monitored and reviewed.
- IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- Parent/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between nursery and home will ensure that concerns are acted on promptly. Where this has not happened, however parents/carers are able to make a complaint by contacting the manager or if this fails to resolve the issue, they can contact Ofsted Tel: 08456404040.
- Our complaints procedure is displayed at the front entrance, which sets out steps in making a complaint in more detail.

### Inclusion principles

- Staff at Skallywags value children of differing abilities and support inclusion.
- Within the nursery, staff and children will be constantly involved in the best ways to support all children's needs within the setting. There is flexibility in approach in order to find the best placement for each child o Within each unit, teaching and learning styles and organization will be flexible to ensure effective learning.

### Staff training

Staff including the SENCO take part in ongoing training to update knowledge of inclusion and special educational needs.

The SENCO Has taken part in a 12-month SENCO for inclusion course with our Early Intervention team.

### Admission arrangements

Children with additional educational needs are considered for admission to the nursery on exactly the same basis as for children without additional educational needs, this also includes those with SEN but without an EHCP.

Prior to starting the nursery parents/carers of children with SEN or statement pending will be invited in, to discuss the provision that can be made to meet their child's individual needs.

### Confidentiality

To meet the needs of all the children in our care it may be necessary at times to share information with parents and staff in order to support the children's development. We may also need to seek the help and advice of outside professionals, such as speech and language therapy, CAMHS, educational psychologist etc.

All information will be on a need to know basis and the contracting parent's permission will be requested.

Updated May 2015

18<sup>th</sup> May 2018

25<sup>th</sup> March 2019

24<sup>th</sup> February 2020

September 2025

Karen Sproul