

Special Educational Needs and Disability Policy

It is important to acknowledge the needs of each and every child as an individual, and to tailor the level of challenge accordingly. Staff at our nursery are aware of the obligation to children and young people of differing abilities and pay due regard to the governments Code of Practice (2014) on the identification and assessment of Special educational Needs and Disabilities, and the Inclusion Development Plan.

Aims

The aims of this policy are to:-

1. Enable all children within our setting to receive the opportunity to reach their full potential.
2. Allow parents/carers to receive the external help, support and advice that is required to facilitate their children's development.
3. Help all staff to identify the children's needs and develop Individual learning plans where necessary.
4. Work together in multi agency teams to support families and children to access additional help where available.

SENCO's

The named SENCO's for the setting are Jillian Pascale, Sharon Butler and Nicci Steggall. The role of the SENCO is crucial for Early Years settings in supporting early identification and intervention for children with Special Educational Needs and Disabilities (SEND). The SENCO is responsible for maintaining the recording and documentation process with respect to SEND, liaising and working with parents and families; requesting training for staff and collaborating with outside agencies.

Parents as partners

At all stages staff will engage with parents/carers in order to maximise the opportunities to provided adequate and personalised support for children with SEND.

Admissions

Where facilities permit and reasonable adjustments can be made, children with SEND are welcomed into our nursery. The setting has suitable access for wheel chair users and an adapted toilet is available.

Identification of SEND

This follows four main procedures:-

1. Assess - Gathering information about the child from the parents/carer, Observations and records from the setting. This includes the two year old progress check and ongoing assessments.
2. Plan - Meeting with the Area SENCO and other outside agencies to plan the best way to meet the child's needs with targets and plans.
3. Do – The key person will play a vital role in working with the child and in collaboration with the SENCO and Family to achieve the best possible outcomes for the child.
4. Review - Monitoring and reviewing progress through continuous observations, record keeping and assessments, and meeting with the parents/carers and outside agencies.

All information accrued will be shared with parents and other agencies as appropriate. At all other times records are treated as confidential.

Curriculum

All children will be included in the day to day curriculum with appropriate differentiation. Where individual needs require it and funding is available, one to one teaching, additional support and specific activities will be provided. Each child's needs will be assessed and catered for as far as is reasonably practicable. Where possible all recommendations from outside professionals will be incorporated into the child's daily routines.

Complaints Procedure

Should parents have cause to complain they should follow the settings complaints procedure.

Staff Training

Where necessary staff will be given the opportunity to further their knowledge and skills through appropriate training courses.

Local offer

Our local Offer is available online at the Essex Early Years and Childcare website and www.rumtugtuggersnursery.co.uk