

Shenfield Day Nursery - Special Educational Needs and Disabilities Policy (SEND)

We believe that the purpose of education for all children is the same.....but the individual help children may need will be different.

(Warnock, 1978)

The Nursery will work with the parents and child to ensure they are fully involved with all aspects of SEND support

Our aim is to identify a child with SEN as early as possible to ensure the child receives the help needed quickly and effectively. All children are encouraged and respected regardless of their abilities. All children are included in all aspects of learning in a caring, friendly environment. Children with behavioural and emotional difficulties, like all children, will have the help of consistent positive strategies to enable them to grow in self-esteem and self-confidence. All children's wishes, age and developmental levels are respected and monitored, to promote an atmosphere of acceptance and respect of achievements so the child can thrive. Where necessary risk assessments will be adapted to ensure all children's safety. Where there are medical or personal care needs appropriate staff, training will be undertaken to ensure these can be met.

The Nursery operates a key worker system, ensuring that each adult has special responsibility for a small number of children. A system of record keeping and observation is in place, we will review a child's development using the three prime areas of learning to assist us in the early identification of children who may have a special educational need. If a child is identified the nursery immediately consults the parents/carers to discuss the concern. Should parents have concerns regarding their child's development or needs they should raise this with their key person, who will involve the settings Special Educational Needs Co-ordinator (SENCO) – see below.

Children with Special Educational needs (SEN) and disabilities, like all children, are admitted to our centre after consultation between parents and the nursery. If it is felt a child's needs cannot be met without the support of a one to one worker or if building modifications are required, we will seek funding to assist us to provide these where practical. The Nursery works in partnership with parents/carers to ensure the child's needs are met. At present the nursery entrance has a ramp for wheelchair access. Play areas are on one level and all children have access to equipment. To enable a child's independence to be maintained, all equipment, furniture and toys will be adapted wherever possible. The nursery will consult with specialist agencies/companies for advice. Where trips outside of the nursery are planned an individual risk assessment will be undertaken to ensure any needs are met.

As with all the children, induction in to the nursery is carefully planned and tailored to their individual circumstances.

Where SEND needs have been raised the Nursery Special Educational Needs Co-ordinator (SENCO), will, alongside parents/child, begin a graduated approach of Assess (the child's needs), Plan (formulating a 'One Plan' with the parents), Do (Plan implemented by key person), and Review (SENCO and parent look at the impact) . This forms part of SEND support. The 'One Plan' is reviewed frequently with parents and if appropriate outside agencies (Health professionals etc.). Please note that SEND support can be ceased if a child has made progress and it is felt that extra support can be withdrawn.

Where there are complex needs that cannot be met by the usual SEND (Special Educational Needs and Disabilities) support at the nursery, or where these needs have been identified by other agencies, an Education and Health Care Plan will be completed by the local authority. A local authority should conduct an EHC needs assessment for children under compulsory school age when the special educational provision required to meet the child's needs cannot reasonably be provided from the resources normally available to the early education provider or school, or when it is likely the child will need an EHC plan in school.

Where young children do need an EHC plan, the local authority must seek advice from the early years setting in making decisions about undertaking an EHC needs assessment and preparing an EHC plan. LAs should consider whether the child's current early year's provider can support the child's SEN or whether they need to offer additional support through a plan.

All staff at the nursery are committed to developing their knowledge and so attend relevant courses organised by professional bodies, attend in-house training and have access to literature to support their knowledge of SEN.

When dealing with any Special Education Needs Disabilities or related matters, the centre has regard to the code of practice at all times. Confidentiality is always maintained

Special Educational Needs Co-ordinator: Miss Emma Dear/Mrs Tammy Metcalfe

Emma joined the nursery team in 2015 and has built strong relationships with the staff, children and parents. Emma's role is to provide support and guidance for parents, children and staff concerning Special Educational Needs. Emma may also liase with outside agencies if appropriate and only with parents consent unless concerning a child protection issue. Emma also provides all staff with in-house training as necessary. Tammy has been at the nursery since 2008. Tammy has a special interest in Special Educational Needs and disabilities as she had a younger sibling with additional needs. Tammy works with Emma as described above.

If you require any further information regarding Special Educational Needs or wish to discuss a concern in more detail, please contact the Special Educational Needs Co-ordinator or the Nursery Manager.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
<i>July 2017</i>	<i>Carla Groom Nikki Munday</i>	