

SPECIAL EDUCATIONAL NEEDS POLICY

This policy runs in conjunction with the Equal Opportunities Policy.

INTRODUCTION

Toots Day Nursery highly recognise the significance of having partnerships with parents. We genuinely value a parents view and knowledge of their child. We will always seek to include them with decisions involving the child's education and welfare within the nursery.

To ensure we have a set focus for special educational needs the setting has two SENCO's (Special Educational Needs Co-ordinator); Siobhan Francis (preschool) and Angela Duffell (management).

2. WHAT DO WE MEAN BY SPECIAL NEEDS?

We aim to encourage all children to reach their maximum potential in all areas by exposing them to our full and balanced curriculum based on the EYFS (Early Years Foundation Stage).

We are aware that some children have learning difficulties that may make it harder for them to keep up with their peers. In addition, a special educational need may be a disability that hinders them from using the same educational facilities/equipment as other children.

Children who have special educational needs may need extra support in one or more of the following areas:

- Communication-how they relate to others (speech or language difficulties).
- Cognitive (thinking)-learning difficulties and developmental delay.
- Behaviour-Emotional and Social skills/development.
- Sensory and/or physical- hearing or visual impairment.

If a child has been identified as having a difficulty in one or more of the areas above the nursery will put in place an IEP (Individual Educational Plan) see 6.

3. THE ROLE OF THE SENCO

The SENCO is responsible for organising the day-to-day provision for children with special educational needs:

- We make sure that all relevant background information is collected, recorded and updated.
- We strive to make sure that we have good liaison with parents and other professionals.
- We aim to support and advise other practitioners in the provision.
- We make sure there are Individual Educational Plans in place for each child with SEN needs.
- We keep records of children who are on the Early Years Action and Early Years Action Plus, along with statements of SEN.

4. WORKING IN PARTNERSHIPS WITH PARENTS

At Toots we recognise we have a key role in working with parents to support their children. We aim to continually develop positive relationships and to treat parents as partners.

We are an empathetic setting and strive to understand how a parent may be feeling. We will always focus on the child's areas of strength in their learning as well as areas that they may need some support in. It is important for parents that they can develop confidence and trust from within our team. We are always available to give support and show direction. More importantly, we remember that the parent always hold their expertise within their own right. There may be occasions where the nursery and parent hold differing views as to the child's skills and developmental level. In these instances we will discuss with parents ideas based on our experience; however the ultimate decision lies with the parents. All such discussions will be recorded.

5. THE GRADUATED RESPONSE (WHAT IS REQUIRED BY US)

We recognise that children develop at different rates and are also aware that they have different approaches to their learning. We know that slower progress does not always mean a child has a special educational need, but we can put in place different learning opportunities along with careful monitoring. We will make sure every child has access to our range of activities, adapting them accordingly in line with the curriculum. If we have recognised that a child requires additional help with their learning or their needs differ, then we will use the Graduated Approach set in the Code of Practice for help:

- Early Years Action
- Early Years Action Plus
- Statutory Assessment
- Statement

Note: A child may only need help through this approach for a short time.

Early Years Action ensures that we use our own resources to provide additional or different help for a child e.g. adult help, smaller group sizes or special equipment. A child will be given an Early Years Action Plan.

6. INDIVIDUAL EDUCATIONAL PLAN

IEP'S are our documents to show how we are helping a child. It will state:

- What special help is being given
- How often a child will receive the help
- Who will provide the help.
- What the targets are

- How and when the child's progress will be checked.
- What help the parents can give at home.

7. THE GRADUATED RESPONSE FOR EARLY YEARS ACTION PLUS

The Early Years Action Plus is set in place if a child does not make significant progress at the Early Years Action level. With the parents agreement we will seek support from outside professionals and the services available to us. A child will be given an Early Years Action Plus if observations and records show that a child:

- Is not making enough progress.
- Is continuing to develop at a lower level than is expected for their age.

8. REQUESTS FOR STATUTORY ASSESMENT

Most children will receive the right help at the Early Years Action/ Action Plus level. If a child does not seem to be making enough progress or needs a significant amount of extra help a statutory assessment may be required. This must be requested from the local authority by either schools, Early Years provisions or the parents. A statutory assessment is a detailed assessment of a child's needs and is carried out to define the specific SEN's of the child. This will help facilitate that the correct help and support is provided.

As part of the statutory assessment the Early Years and involved professionals are asked to make assessments and write reports about a child's SEN needs.

9. LINKS

Toots has developed good links with advisory services such as portage workers, Early Years Assessment Centre, Educational Psychology Service, Speech Therapists, health visitors and Social Services.

UPDATED AUGUST 2013