



BUXTON NURSERY

Special Educational Needs Policy

Definitions / Rationale

Meeting the needs of all children including those with Special Educational Needs and Disabilities (SEND) is central to the work of our nursery. All staff, parents/carers, children and outside agencies work to ensure that the children have access to the highest quality care and learning; this helps to enable the children to achieve their potential in a supportive and caring environment.

Definitions of SEND

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her

Aims

We endeavour to monitor all children who are not making adequate progress in the four broad areas specified in the SEN code of practice:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

All children will be able to access a broad, balanced and relevant curriculum with recognition of their strengths as well as any areas for development.

Objectives

Working in partnership with parents we will ensure:

- Early, accurate identification and assessment of children with special educational needs takes place
- To plan and provide appropriate support for identified children, liaising with outside agencies as appropriate
- To monitor, record and evaluate the progress of identified children on a continuous basis
- To set up effective communication systems, under direction of the SEN co-ordinator, both within nursery and between nursery and parents and outside agencies

Involving Parents / Guardians and Pupils

We recognise that nursery must work in partnership with all parents / guardians to maximise each child's educational progress; this is especially important where a child has SEN. We will seek to build a confident and open working relationship between home and nursery. All parents/guardians will receive regular opportunities to discuss their children's progress with their child's key person, as well as many informal points of contact (e.g. at the beginning and end of the nursery day).

Once a child has been identified as having SEN, consultation will take place with the parents/guardians and their views recorded. They will be fully involved in any development of a SEN Support plan, the assessments undertaken as part of the plan and the review of progress that has been made. Parents will be encouraged to take part in the delivery and monitoring of the SEN Support plan, where appropriate, both in nursery and at home. A child may be placed on the SEN support register as a result of concern expressed by a parent/guardian.

A parent /guardian will be kept informed of nursery procedures for dealing with concerns over SEN. Should a parent have any queries about SEN provision for their child, they should raise these with the nursery manager, Laura Bowers or the Nursery SENCO Deborah Porter.

Links with other Agencies

We will seek to maintain effective relationships with outside agencies. A list of relevant contacts can be found in the office in the SEN folder and on the website under the Local Offer. The Local Offer includes information about provision that is available in our area for children who have SEN and disabilities.

Where children with SEN are transferring from our nursery to another nursery or primary school every effort will be made to ensure a smooth transition. A transition plan may be made which might include:

- Passing on all appropriate records, assessments and reviews
- Arranged meetings with the relevant staff to share further information
- Chances for the parents to meet the new teachers
- Planned visits for a phased transition

Admissions of children with an Education Health Care Plan (EHCP) are the responsibility of the LA, in consultation with the governors. Children with Special Needs without a EHCP follow the school's Admission Policy.

Identification and Assessment of SEN

All children are monitored and their progress tracked at regular meetings. If there are concerns about a child's progress then a programme of SEN support may be put into place in consultation with the parents/guardians. The SEN cycle will take the form of a four part cycle through which earlier actions are revisited, refined and revised in order to secure good outcomes. There will be a clear analysis of the child's needs and draws upon assessments and experiences of the child.

It should also include the views of the parents/guardians and where possible the children's own views. The key person, parents/guardians and SENCO will agree a plan that will include the adjustments, interventions and support to be put in place as well as the expected impact on progress. A date is set to review the plan. At the review the effectiveness and impact on the child's progress should be reviewed and where necessary a new plan started.

We are sensitive to children who are experiencing emotional difficulties and they will be closely monitored by class teachers, they will consult with parents, Sure Start or the SENCO.

Roles and Responsibilities

SEN Co-ordinator (SENCO)

- Overseeing the day to day operation of the SEN policy
- Coordinating provision for children with SEN
- Identify, assess and monitor additional needs
- Advising on graduated approach to providing SEN support (next steps & reviews)
- Monitoring quality of experience for pupils with SEND, including SEN Support plans, differentiation and other intervention strategies
- Supporting colleagues
- Liaising with parents of children with SEN, key persons and nursery assistants
- Liaising with early years providers, EP's, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure all parties are informed and a smooth transition is secured.
- Ensuring records of all children with SEN are up to date and are shared with staff
- Be a role model – positive attitudes
- Attend training and update colleagues.

The Nursery Staff

Nursery Key People are responsible and accountable for the progress and development of the children in their group, even where pupils access support from external professionals. All key people have a responsibility within the SEN Policy:

- To carry out observations of children with SEN
- To provide high quality differentiated learning experiences
- To ensure that the majority of children with SEN make progress
- Have realistic and consistent expectations of all children
- To work closely with external professionals to plan and assess the impact of support and intervention
- To be fully aware of procedures for identifying, assessing and making provision for children with SEN
- Meet with parents of children on SEN support when compiling the SEN support plan
- To support colleagues

Safeguarding

- Children with Special Educational Needs and disabilities can face additional safeguarding challenges. Staff need to be aware of the challenges (Research suggests that children with a disability may be generally more vulnerable to significant harm through physical, sexual, emotional abuse and /or neglect than children who do not have a disability).

Resources

There will be regular updating of equipment in consultation with professionals e.g. physiotherapists to ensure that the children's individual needs are met. Every attempt will be made to ensure that:

Internal areas are:

- Organised to reflect a knowledge of child development and, primarily, the needs and interests of the child
- Organised to provide a full range of experiences
- Organised to allow for the withdrawal of children for individual or small group work relating to Support plans or intervention programmes
- Organised to allow for the withdrawal of children for medical reasons or for children who are upset or distracted by the classroom environment

External areas are:

- Safe, secure (possibly enclosed)
- Easily managed and supervised from a staff point of view
- Organised for adaptability with areas to stimulate a variety of opportunities for different types of play situations

All aspects of the Health and Safety Policy will be implemented.

Special Facilities

Buxton Infant School in which Buxton Nursery is based has both an Accessibility and Disability plan which sets out the school's current provision and the priorities to be addressed over the course of the next three years. The progress of the Accessibility and Disability plans are considered annually.

The Special Education Needs Coordinator is Deborah Porter.

Policy adopted on _____

It will be reviewed on _____

Signed _____