



Special Educational Needs Policy No 2

This policy is in guidance with the Early Years Foundation Stage Statutory Requirements (EYFS 2014, paragraph 3.66) and the Special Educational Needs Code of Practice (2014).

At Westlands Nursery we believe that all children have a right to a broad and balanced early year's curriculum, to achieve the best possible educational outcomes and become confident young children with growing ability to communicate their own views and ready to make the transition into compulsory education (Code of Practice 5.1). We welcome all children whatever their individual needs, and believe in being an inclusive setting, giving regard to the code of practice. This duty is set out in section 313 (2) of the Education Act 1996 and section 4(1) of the Nursery Education and Grant Maintained Schools Act 1996 and section 123 of the School Standards and Framework Act 1998.

In order to achieve this, we work closely with parent/carer, manager and staff - and if necessary our Special Educational Needs Co-Ordinator (SENCO) and other involved professionals. We have prepared a welcome pack and general information to inform parents/carers about the procedures, policies and practice at Nursery, before their child is registered.

Using our system of observation and record keeping, we aim for early identification of any emerging difficulties a child might have or barriers there may be to a child achieving his/her full potential. We respond quickly and work with parents/carers to address those difficulties and /or remove the barriers we have identified.

Admission

We offer admission to all children from 3 months of age to school age. In certain circumstances some children may require additional resources. Parents/carers of children with particular needs should approach our designated SENCO for more information.

How we support children with special educational needs (SEN):

Our **SENCO is Melissa Prince** and she has responsibility for:

- Assisting in identifying emerging difficulties a child may have, or barriers there may be to them accessing the full offered curriculum.
- Helping to plan and set up Targeted plans along with the child's key person and parents/carers
- Keeping parents/carers informed of any progress made.

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- Review the SEN policy yearly; in consultation with the manager and staff at full staff meetings
- Have reasonable knowledge of outside agencies who can offer support
- Liaise directly with the settings 'Equality and Inclusion Adviser'
- Attend regular Local Inclusion Forum Team (LIFT) meetings
- Acting as a resource for all staff within the setting regarding SEN concerns with their key children (Code of Conduct, 5.28, 5.30, 5.39to 5.46)
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated (Code of Practice, 5.23 to 5.25).

Training

The SENCO has had training in SEN and has certificates of attendance at relevant courses. We have a range of books and pamphlets on SEN and the support services. These are available for parents/carers on request.

Identifying SEN and Managing Interventions

In order to identify the strengths and weaknesses of all our children:

- We observe the progress that all children make and note any child who seems to be encountering difficulties in any area of their development. This includes children who have difficulty concentrating or whose behaviour is challenging.
- We record children's progress and regularly share information with parents/carers.
- If we feel that a child needs interventions which are additional to, or different from that which we normally provide, we discuss this with parents/carers and prepare a targeted plan with input from the parents/carers and also from the child's key person. Within the plan we outline the clear, small targets we set for their child, record the strategies we will employ and detail the subsequent progress made by the child.
- We will review the targeted plan regularly (at least termly) with the parents/carers at a relaxed and informal meeting (Code of Practice 5.43 to 5.46) taking into account the child's view. Between us we will agree any changes to the outcomes and support for the child in light of the child's progress and development.
- If despite differentiation of the curriculum we all feel that a child is still experiencing difficulty accessing the full curriculum and his/her needs are not being met with the resources normally available to us, we can request (after consultation with, and consent from parents/carers) further support and advice from our Equality and Inclusion Advisor. This may lead to us seeking the involvement of one or more of the following: Specialist Teacher, Speech and Language Therapist, Occupational Therapist etc.
- The SENCO will take the lead in liaising with the external professionals in drawing up a new targeted plan suitable strategies which draw upon their advice.
- If the child's needs are so severe and complex that they cannot be met effectively within the resources and advice normally available to our setting, the SENCO after further consultation with the parents/carers and external professional, will ask the Local Educational Authority (LEA) to carry out a statutory assessment in order to

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consider issuing a statement of special educational needs. The SENCO will co-ordinate all targeted plans, reports, review meeting notes etc and submit these to the LEA with the relevant paperwork (Code of Practice 5.46).

Planning support for children with SEN

We endeavour to provide a fully inclusive environment by:

- Ensuring that our individual planning for all children contain approaches and activities which will ensure the progress of those children with SEN.
- Differentiating the activities offered so that they are achievable by all the children and provide opportunities so that all children experience success and gain confidence.
- Adapting our materials and teaching styles to deliver our learning activities to children with different individual needs.
- Monitoring how each child with SEN learn, so that we can meet the preferred learning styles of all of our children.

We are always available to meet with parents/carers and are made aware of this within our welcome pack.

We would not contact another professional about a child without parents/carers' consent, unless our concerns were of a child protection nature.

Monitoring our SEN policy

We monitor our SEN policy by:

- Reviewing the policy annually
- Making a copy of the policy available in our welcome pack.
- Displaying our policy on our website
- Asking parents/carers and staff regularly about how well we are meeting the needs of children with SEN in our setting.
- Talking with the children about how happy they feel in the setting and in their policy.

Appendix A

SEN resources available at our nursery

- SEN Code of Practice 2014
- SEN toolkit

These are kept in the manager's office.

Transition arrangements

We pass the KCC record of transition document (including the section concerning a child's SEN if applicable), plans and assessments on to a child's chosen primary school or setting with parents/carers consent. The SENCO liaises with other practitioners working in other settings for any child who has a split placement.

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Complaints Procedures

Complaints about the SEN provision at our setting should be made to the SENCO initially. She will report back within a week and also provide a next line of contact if the matter has not been resolved to mutual satisfaction.

This policy was adopted at a meeting of Westlands Nursery

Held on (date)

Role of Signatory Trustee of Swale Academies Trust

Date signed:

This policy was amended on:

..... Date

..... Date

..... Date

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Swale Academies Trust

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