

Special Educational Needs Policy

Definition:

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them” As defined by the Equality Act 2010 for those who have Special Educational Needs and disabled children.

The Aims and Objectives of the SEN Policy

The role of the SENCO is:

- to support and liaise with the parents in respect of the child
- to ensure relevant background information about the child is collected, recorded and updated
- to support the parents in meeting the needs of the child
- to ensure all children have an ‘all about me’ and that if relevant they are introduced to ‘My Plan’ and ‘My Plan +’, and that review procedures are in place

Admission arrangements and staffing

The setting will:

- have a safe and welcoming environment for the child
- have children cared for on ratio’s as defined by The Early Years Foundation Stage 2014 as a minimum, this is
- work closely with the parents to exchange information and involve them in their child’s learning and development.

Specialist facilities, provision and access arrangements

The setting will:

- assess and work towards meeting the needs of the child
- recognise that all children have their own unique strengths, skills and experiences
- if necessary work with other agencies such as Early Years Help Advisers, Social Services, Speech and Language Therapists and Health Visitors, Advisory Teaching Service
- attend SEN CPD evenings to offer parents practical support

Identification, assessment and provision for the children with SEN

Allocation of resources

The setting has access to an extensive range of toys and resources which will enable all children to learn through play. We also have a variety of specialist toys and equipment.

The Early Years Locality Adviser can support the setting by guiding them in relation to the paperwork required to support the graduated approach in Gloucestershire as guided by the SEN Code of Practice Sept 14.

Identification, assessment and review arrangements

The setting has an SEN "Code of Practice". This clearly lays out the procedures from initial identification onwards. A copy can be emailed to parents on request from the nursery manager.

Arrangements for including children with SEN in the setting

Settings adapt their planning to meet the individual needs of all children. Specific outcomes within a child's 'My Plan' or My Plan +' can be encouraged through the planned activities and the many other play experiences that the setting provides for the children. As your child's key person is allocated to care for small groups of children he/she is able to offer more individual care, learning and development for your child as and when identified.

Monitoring and evaluating the success of the SEN Policy

The setting SENCO (Cathy Rowlands –deputy Rachael Thomas) will monitor and evaluate the implementation of the settings SEN Policy as an on-going process.

Arrangements regarding complaints about SEN procedures and the SEN Policy

Parents are encouraged to talk to their child's key person in the first instance regarding any concerns they may have and or ask to speak to the setting SENCO and or manager. A copy of the complaints policy for you to follow is available in the policies folder. If a satisfactory conclusion is not reached then the parent must follow the complaints policy, working for a speedy and satisfactory conclusion. Confidentiality, as always, is assured.

Training, facilities and partnerships with other professional agencies

SEN Training

SENCO's and setting staff receive training by:

- Attending SENCO training when available
- Attending The Inclusion Network evenings when possible
- Attending SENCO CPD evening held in the localities
- Training and support is also available to the SENCO and all staff through The Early Help Adviser.

Facilities

Your child is cared for in a welcoming and comfortable setting. This can be beneficial in helping the child settle in and be happy. In addition the setting aims to be able take children out and about and make use of local facilities that will benefit your child. These include the shop, post office and church.

Support for Settings

Local Authority (LA) Early Years Help Advisers

The setting will work closely with these services to:

- Produce 'plans' and follow the procedures set out in the SEN Code of Practice 2014.

LA support services could also include: Health visitors, educational psychologists, speech and language therapists, and Portage workers.

Partnership with parents

The partnership will be between the parents and the setting. Parents are encouraged to discuss the care, learning and development of their child with the key person. Observations and assessments of the child's development are shared with the parents and parents are expected to be fully involved with plans and their reviews.

Links to other Early Years settings and providers

The children that the setting care for sometimes attend other early year's settings. If a setting is working with the parents on a 'My Plan or My Plan +', the setting may be asked to work with them, and vice versa. This will offer the child the best all round care, learning and development specially suited to his or her needs. You will be asked for permission to share appropriate information that is in the interests of your child.

Transfer and transition to primary school / other settings

The setting will complete a transition document if the child moves to another setting or school. Parents will be asked to contribute to the transition record.

My plan and My Plan +, observations and other information gathered will be transferred to the school and other relevant settings as the child enters them. This will ensure a smooth transition for the child, where his or her individual needs will be taken into account when planning learning experiences within that setting.