

Little Oaks Day Nursery

Special Educational Needs and Disability Policy

At Little Oaks Day Nursery we recognise that all children have the right to access a broad and balanced curriculum, allowing them to progress and learn at a pace and level reflective of their individual abilities. The nursery believes that all children have a right to gain experience and develop their knowledge and understanding alongside their peers no matter what their individual needs, and are committed to the inclusion of all children.

Definition of Special Educational Needs

The nursery staff recognise the definition of special educational needs as detailed in the special educational needs Code of Practice (April 2014).

Children have Special Educational Needs if they have a learning difficulty which calls for special provision to be made for them.

Children have a learning difficulty if they:

- A) Have significantly greater difficulty than the majority of children of the same age.
- B) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority
- C) Are under compulsory school age and fall within the definition of (A) and (B) above or would do so if Special Educational Needs and Disability Provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special Educational Needs provision means:

- a) For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- b) For children under two, educational provision of any kind.

Policy Implementation

All staff are required to monitor each child's development and learning through accurate observation and record keeping. Through this process, staff are required to identify any child who may be experiencing difficulties or delays in specific areas and ensure the needs of such children and any children who present to the nursery with individual needs already identified, are met.

Involvement of the Child

Whilst recognising that it is often difficult to ascertain the views of very young children; staff will encourage their contributions, particularly when establishing individual programmes to support learning. Staff should ensure that all possible information is gathered from children, enabling them, for example, to express their feelings and identify personal preferences and interests. The involvement of children will contribute to the relevance of any programmes developed and implemented, maximising opportunities to incorporate their views and progress their learning.

Parents hold key information and have a critical role to play in their children's education, they have unique knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Parents as Partners

Only by working in effective partnership with parents will staff be best placed to meet the needs of the individual children fully. When a child presents with specific needs already identified staff are required to gather from parents (and any other settings attended or previously attended by the child) all information available to support the inclusion of the child. Ongoing dialogue and shared written information will ensure that an accurate assessment of the child's abilities and needs is maintained. When a child is identified by staff as experiencing difficulties in specific areas which may require additional or alternative interventions, the staff are best placed to decide when to inform the parents that their child is likely to receive Special Educational Provision. However, this information must be shared at the earliest opportunity and be part of a natural process for regular communication between nursery and home. Staff should always provide support for parents, recognising that they may not previously have been aware of their child's difficulties, whilst realising that information shared should be full and accurate. At all stages of Special Needs Provision, staff must maximise opportunities for parental involvement, ensuring that parents are encouraged to contribute their knowledge of their child's development and learning and help to set targets through Individual Education Plans and Provisional Maps.

Special Educational Needs Code of Practice

The nursery will carry out its statutory duties to identify, assess and make provision for children's special educational needs. The code of practice recommends that the nursery should adopt a graduated approach to the assessment through the graduated responses 1-4. Good practice of working together with parents and the observation and monitoring of children's individual progress, will identify any child with special educational needs. The nursery has identified a designated member of staff as a SEND Co-ordinator who will work alongside parents to assess the child's strengths and plan for future support. The SEND will ensure that

appropriate records are kept according to the Code of Practice, these records are kept completely confidential and can will be shared with parents and outside agencies with parental consent when needed.

The Role of the SEND (Special Education Needs and Disabilities Co-ordinator)

Our Nursery Special Education Needs and Disability Co-ordinator (SEND) for Little Oaks Day Nursery is Heidi Scarrett and Shona Toon is the Deputy SEND. Both will work closely with all the staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special needs policy of the nursery, always making sure plans and records are shared with parents.

Graduated Response 1-2

When a child is identified with a Special Educational Needs, The SEND Co-ordinator working alongside colleagues and parents, will assess and record the child's needs and provide an Individual Education Plan and a Provisional Map identifying future support. This plan will be continually under review in consultation with the child and his/her parent/guardian.

Graduated Response with interagency support level 3-4

If a child is still not considered to be making sufficient and appropriate progress, the SEND Co-ordinator should implement Graduated Response level 3 and 4. This involves staff seeking the advice of external support services when assessing the child, recording new IEPs/ provisional Maps and setting targets. The level and range of support available through the local education authority will vary subject to local policy. Staff within the nursery are required to act upon the advice of external professional agencies, incorporating their guidance into the child's IEPs and providing relevant information where needed. Ongoing, 6 weekly reviews of the IEP/ Provisional Mapping should be used to inform overall planning, ensuring that the child's specific needs are addressed.

The Nursery SEND Co-ordinator can also apply for funding for the child from the Local Educational Authority which will be used effectively to maximise your child's learning. Funding may be used to purchase different resources and equipment to meet the needs of the child, to increase staffing or towards specific training.

Individual Education Plans/ Provisional Mapping

Where a child is deemed to be in need of extra support, staff along with the support of the SEND Co-ordinator should record an Individual Education Plan (IEP) and complete a Provisional

Map. The IEP and Provisional Map must state clearly the short-term targets for the child for the following 6 week period, the nature of the staff intervention and the use of any particular resources and home support. The IEP and Provisional Map should detail when reviews are scheduled and identify any involvement of outside agencies. Copies of the IEP and Provisional Maps should be provided for the parents, as well as kept on record by the child's Key Person and nursery SEND Co-Ordinator.

IEP'S and Provisional Maps are reviewed by the nursery SEND Co-ordinator, child's key person and parents six weeks from the initial completion date. Feedback from the meeting will then be used to create the next set of targets. Supporting outside agencies may also be able to offer advice and support when completing the IEP targets.

SEND Register

It is important the SEND Co-ordinator records details of children she is involved in supporting on a Special Educational Needs Register. This will enable management in the nursery to monitor the level and range of children with special educational needs who attend the nursery. Parents should always be informed that their child has been placed on the register and be able to view this whilst the SEND Co-ordinator maintains the confidentiality of the other children also recorded on the register.