



Education, Encouragement, Enjoyment

Meadow Nursery School
Policies and Procedures



Safeguarding and Welfare Requirement: Equal Opportunities

9.2 Supporting children with special educational needs

Policy statement

We provide a warm and welcoming environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential.

- We have regard for the Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is:
Miss Kelly Parker
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity. Children with recognised special needs, like all other children, are admitted to the Nursery School after consultation between parents and the Nursery Staff. Information available from professional or specialist support will also be considered when admitting children with Special Educational Needs. During this consultation, additional staffing requirements would be assessed before the child would be admitted. Children with physical impairment or mobility problems will be admitted to the Nursery providing the classroom is considered to be a safe environment for them. All reasonable efforts will be made to provide a user-friendly environment where disabled children can play and learn alongside their able-bodied peers.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.

- Through our partnership with parents and their intimate knowledge of their child we aim to support the children and their families in providing learning opportunities appropriate to each child's stage of development and to meet their needs within the Nursery.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education. Any liaison with external bodies is carried out with the full consent of the parents.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We support families and children and work in partnership with outside agencies to carry out procedures laid out by the SEND Code of Practice, which is the statutory guidance on the duties, policies and procedures relating to part 3 of the Children and Families Act 2014 and associated regulations.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We can provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We provide workshops, information evenings and in-house training sessions for staff, parents and volunteers.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We have highly trained staff to support all the children with SEN. In cases of children with challenging behaviour, we use a range of strategies to support the child and review our training provision in response to the needs of the children in the setting.
- Physical restraint is only used in extreme circumstances where a child / other children / adults / the fabric of the building are at risk of significant harm. If a child's behaviour requires such a response, the nursery will work with parents to make every reasonable adjustment to best meet the needs of that child and all other children and staff in the setting.
- Every effort will be made to encourage progress in learning for all the children. This may mean adaptations to the educational program, changes to the learning environment, increasing the level of adult support, and input from specialist support.
- If a child's presence in the Nursery is severely disrupting the learning, play and well-being of the other children, the nursery will work with parents to again make every reasonable adjustment to best meet the needs of that child all other children and staff in the setting.

- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2009)
- Special Educational Needs Code of Practice (DfE 2014)

Other useful Pre-school Learning Alliance publications

- The Role of the Early Years Special Educational Needs Co-ordinator SENCO (2006)

This policy was adopted at a meeting of	Meadow Parents' Association Committee Meeting
Held on	31 st March 2014
Policy reviewed and updated	January 2018
Date to be reviewed	January 2019
Signed by Chair	
Name	Annette Medhurst
Signed by Nursery Manager	
Name	Debbie Hill