## Special Educational Needs Policy

**General Aims and Objectives of the Nursery**

It may be that sometimes a child experiences significantly greater difficulty in learning, than that of a majority of his/her peer group, or has a disability which prevents or hinders him/her from making full use of educational opportunities generally provided.

A disability may be physical, sensory, emotional, behavioral or intellectual.  At Steps Ahead Day Nursery the child with special needs will have maximum opportunity to develop physically, intellectually and be able to build upon the social skills necessary to function independently in society. This will be alongside his/her friends with the additional support of the nursery Special Educational Needs and Disabilities Co-ordinating team (SENDCO Team).

**Special Educational Needs and Disabilities Co-Ordinatinating Team for Steps Ahead is: Latoyah Chivers (lead Contact), Sophie Hughes and Mary Button (speech and language).**

The SENDCO is familiar with the SEND legislation, the Code of Practice, EYFS and the local support services and has been trained in identifying and managing special needs.

Developing a partnership with parents is vitally important in building an understanding of the child and settling him/her successfully into the nursery.  At Steps Ahead we especially care for the child who sometimes needs extra help. The SENDCO, together with the assistance of the Duty Managers and senior staff, are responsible for monitoring and co-ordinating the implementation of the revised Code of Practice within the setting, along with the Statutory Framework for the Early Years Foundation Stage, EYFS (Sept 2012).

The Nursery aims to provide for all the needs of the child whilst encouraging integration with the other children and assisting with activities, which are organised for them. This policy describes the procedures and systems to meet the objectives of providing early care and pre-school education for children with special educational needs and disabilities with particular reference to the revised Code of Practice. This lays a much stronger emphasis on the involvement of the child in the decision-making process regarding their educational future; it is an acknowledgement that children have a right to have their voices heard, and their deeper involvement together with that of their parents goes some way to ensuring this. Individual Educational Plans (IEPs) at Early Years Action will focus only on what is additional to and different for the rest of the curriculum.

**Admission Arrangements**

Before a child is first admitted to the nursery, we encourage the parents to visit us so that they are able to familiarise themselves with the nursery and we can discuss their requirements to ensure that we are able to offer suitable care for their child.

**Code of practice**

The Code of Practice has four stages to follow when supporting children with SEND. These are Assess, Plan, Do, and Review. We make sure at Steps Ahead we follow these stages. We have SEND Observations on children we may have a concern about, parents will always be aware of this process. We then decide what to do next with the SENDCO team, Keyworker and parents. Normally an Individual Learning Plan is put into place or a child is set targets. These will then be followed and reviewed regularly.

**Implementation of the Policy**

Provision for children with Special Educational Needs and Disabilities (SEND) is a matter for everyone involved in the nursery. In addition to the Duty Manager, Deputies and the nursery SENDCO Team, all other members of staff involved with the children will be informed and help take responsibility for meeting the individual needs of children with SEND. We encourage staff to be alert to recognising the possibility of a child requiring SEND.

The nursery follows the guidelines set out in the revised Code of Practice.

**Special Educational Needs and Disabilities Co-Ordinating Team (SENDCO)**

Steps Ahead Named SENDCO is: **Latoyah Chivers (Lead Contact)**

**With a supporting staff Members Sophie Hughes and Mary Button (speech and language).**

### The staff have attended SEND training to gain the skills needed to fulfil their responsibilities which include:

Main Responsibilities: with regard to individual children with SEND are:

* Discussing their role with the child’s parents and finding out as much as possible about the child’s difficulties, such as baseline assessments or test results.
* Finding out from his/her parents any health or physical problems.
* Observing his/her behaviour and performance and record as much as possible.
* Liaising with the child’s parents and the child to plan and implement an IEP.

(even very young children are encouraged to be actively involved at an appropriate level in discussions about their IEPs and to share in the recording and monitoring of their progress)

* Ensuring that the child’s parents are aware of and liaise with outside agents such as speech and language or social services.
* Liaise with the Educational Psychologist (EP) and make sure that support from the Child Psychology Services are given to both parents and colleagues.
* Liaise with any other setting attended

General Responsibilities:

* Working with fellow practitioners and the child’s parents to decide on the action to be taken and to plan teaching strategies.
* Ensuring access to the full curriculum.
* Adapting the curriculum and teaching and learning approaches as appropriate.
* Contributing to in-service training of staff.
* Considering the learning environment and possible barriers to learning.
* Implementing assessment, planning and review procedures.
* Considering groups for play activities and learning purposes, i.e. BLAST Training.
* Arranging a regular review meeting involving everybody who has been working with the child.
* Evaluating the overall success of SEND provision.

###### Provision and Teaching Strategies

For children with SEND we aim to provide:

* Extra time given to carers to plan and monitor the programmes of interventions.
* Different learning materials and equipment.
* Individual or group support, or staff development and training to introduce more effective teaching strategies.
* Creating individual or small target groups of children which receive extra attention from the SENDCO team members or another member of staff.
* Giving the child flexible access to an area when SEND resources and teaching expertise are available.

### Partnership with Parents

### Steps Ahead recognises that the relationship between parents of a child with a SEND and the nursery has a crucial bearing on the child’s developmental progress and the effectiveness of any action implemented by the Nursery SENDCO team and members of staff will endeavour to develop a good relationship with parents and to keep them informed of any concerns that they may have with regard to their child.

### We welcome parents who have a concern at any time to contact us immediately. It is very important that the Nursery and the parents should be able to work closely together.

### If at any time a child progress in any of the prime areas from the Early Years Foundation Stage gives cause for concern the key worker and SENDCO will discuss this with the child’s parents/carers and together will agree on how to support the child.

### The child’s key worker, SENDCO team member/s and parents/carers must consider whether a child may have a special educational need or disability which requires specialist support. The SENDCO team will help the family of the child to access relevant services from other agencies. A code of confidentiality is followed at all times.

##### Evaluation

This policy will be subject to ongoing review by the SENDCO Team and other senior members of staff, and will be amended where necessary.

Please also refer to other relevant policies, such as:

* Complaints Policy
* Social Networking Policy
* Anti-Bullying Policy
* Behaviour Management Policy