

# HARPOLE DAY NURSERY

## Special educational needs policy

### Statement of intent

Our policy states how we care for children with special needs and what process we use when we have concerns about a child.

This policy is linked with our equality and diversity policy and also our health and safety policy.

We provide an environment in which all children are supported to reach their full potential.

At Harpole Day Nursery we are committed to showing equality and inclusion at all times. Every child has their individual needs met, to give them the potential to grow and develop.

### Aims

- We have regard for the DfES Special Educational Needs Code of Practice and implement it where necessary.
- We have regard for the Disability Discrimination Act 1995 and code of practice.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN). Parents are informed and kept up to date with all processes and information concerning their child, and we have regular meetings with parents to discuss progress reports. Parents are always welcome to talk to staff at any time with regard to their child.
- We identify the specific needs of children with SEN and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs. We have an annual visit with our area SENCO to cover how we meet special needs. We also liaise with Speech therapists and Nurses.
- We monitor and review our practice and provision and, if necessary, make adjustments.

### Methods

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is Heather Clark who is also supported by Jo Stainsby. Heather has a BTEC national diploma level 3 in childcare and education and has also completed the following training:- Everything You Need to Know About SEN, Well being and involvement, Moving and handling children, Paediatric first aid. Jo has a NVQ in Childcare and Education level 3 and has also completed the following training:- Introduction to Makaton, Epilepsy awareness, Manual Handling and Safeguarding Children, I Can Talk, Everything You Need to Know About SEN. The role of the SENCO is to provide help and support to children, parents and staff.
- We provide a statement showing how we provide for children with SEN.

- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with SEN to create and maintain a positive partnership.
- Our setting is a ground floor provision with ramps leading to main building and playground and disabled toilet. We have weekly dancing sessions available to all children.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children with SEN.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN.
- We ensure that children with SEN are appropriately involved at all stages of the graduated response, taking into account their levels of ability. The graduated response consists of two processes, Early Years Action and Early Years Action Plus. EYA is when concerns have been raised with parents and staff and the setting is carrying out IEPs and regular observations and reviewing the targets every 3 months. If no progress is made with the child then we move to EYAP when we request involvement from the area SENCO, who comes out and observes the child and may set more targets. The parents are informed of all processes and are invited to join meetings with the staff and Area SENCO.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEN provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure. Complaints can be made at any time (see complaints policy).
- We monitor and review our policy annually.

Signed on behalf of the nursery

Date