

WESTMILL NURSERY

SPECIAL EDUCATIONAL NEEDS/DISABILITY POLICY

Statement of intent

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

Aims

- We have regard for the DfES Special Educational Needs Code of Practice and Inclusion Development Programme.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities 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 monitor and review our practice and provision and, if necessary, make adjustments.

In order to achieve these aims, we operate the following Special Educational Needs/Disability policy:

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) her name is Mandy Sweet.
- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity. Please see our Admission Policy.
- We ensure that our physical environment is as far as possible suitable for children with disabilities. We will make every effort to provide specialist equipment if this is required.
- We respect and maintain our confidentiality policy with regard to all our children.

- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education. Children's progress and achievements are shared with parents on a regular basis. Please also see our Parental Involvement Policy.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transition arrangements to other settings and schools.
- We use the graduated response system from the SEN Code of Practice for identifying, assessing and responding to children's special educational needs. At Early Years Action we initially make adjustments to activities using different strategies to support the child. If the child continues to need support we use an Individual Education Plan to help the child move forward in liaison with parents. If a child needed more support than within our setting they may then move onto Early Years Action plus when other professionals may be involved in supporting the child in the setting such as Advisory Teachers, Speech Therapists, Educational Psychology Service.
- We provide parents with information on sources of independent advice and support.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- 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/disabilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- If it is felt that a child's needs cannot be met in the Nursery without support of a one-to-one worker, funding will be sought to employ one.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We raise awareness if a member of staff has specialist training in any area of SEN/disabilities eg. Makaton signing.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources eg. 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.
- We monitor and review our policy annually or sooner if required.
- Our staff, when ever possible attend in service training on special educational needs through Young in Herts and other recognised trainers.
- Our Staff receive support and training from our Area SENCo who works for Hertfordshire County Council - Children, School and Families.

The policy was modified and adopted on (date):

Review Date:

Signed: (member of staff representing the group):

Role of signatory: