



Special educational needs/disability policy

This policy represents the SEN code of practice principles for Special Educational Needs throughout the Nursery. All Nursery Practitioners, representing Puss 'n' Boots Day Nursery have agreed this policy.

At Puss 'n' Boots Day Nursery we strive to provide a broad and balanced curriculum for all children. The Early Years Foundation stage is our starting point for meeting the specific needs of individuals and groups of children. When planning and implementing activities, practitioners set suitable learning challenges and respond to children's diverse learning needs.

Statement of intent

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

Aims

- We have regard for the new DfES Special Educational Needs and disability Code of Practice 2014.
- 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.
- We ensure that children have a voice in all processes.

Methods

- We designate a member of staff to be special educational needs co-ordinator (SENCO) and give his/her name to parents.
- Our Special Educational Needs Coordinator at present is: Kathleen Saunders
- Manager – Kirsty Woodland is trained in the new PEHA framework.
- 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.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- 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 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/disabilities and their families, including transfer arrangements to other settings and schools.
- We use the Poole Early Help Assessment (PEHA) framework where appropriate.
- 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 children's SEN Support Plans (SP) and Positive behaviour Plans (PBP) for children with SEN/disabilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages, 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.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities 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. Signalong trained staff.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. SP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

All our children are assessed through-out their time at Nursery by carrying out observations and their record of achievement. We use this information to provide points for their development of an appropriate curriculum to meet all children's individual needs. If our assessments identify a further need, the key person will liaise carefully with the SENco within the setting and both will keep parents informed and draw upon them for

additional information. If the SENco, Key person or parents feel the child would benefit from further support, the SENco will take the lead in further assessments.

The practitioners will record the strategies used to support the child within an SEN Support Plan (SP) or Positive Behaviour Plan (PBP). The SP and PBP will show short term targets set for the child and the teaching strategies used. It will also indicate the planned outcomes and a date for review. In most cases a review will take place once a term.

Parents will be involved in the writing and review of each SP and PBP.

If an SP and PBP review highlights that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the setting by external support services, firstly the Area SENCO in an advisory capacity. If required, a 'Poole Early Help Assessment' (PEHA) form may be completed with the parents to explore other areas of concern.

At Puss 'n' Boots Day Nursery the SENco:

1. Manages the day to day operation of the policy
2. Coordinates the provision for and manages the responses to children's special needs: support and advise colleagues.
3. Oversees the records of all children with special educational needs.
4. Act as a link with parents
5. Acts as a link with external agencies and other support agencies
6. Monitors and evaluate the special educational needs provision.
7. Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs.
8. Contributes to professional development of all staff.

Early identification is vital. Nursery practitioners inform parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. We have termly meetings with parents/carers and guardians to work in partnership and to review progress of their children, setting next steps for the following term. We inform parents of any outside intervention and request permission to have such interventions. We share the process of decision making by providing clear information relating to the education of children requiring special educational needs support.

If you would like to discuss the group's ability to meet your own child's needs, please talk to Kathleen Saunders.