



## **Special Educational Needs Policy...**

### **Special Education Needs and Disability (SEND) Policy**

Little Bo Peep Nursery is a fully inclusive and fully integrated setting which operates within the Statutory Framework for the Early Years Foundation Stage (EYFS) 2014 and will offer a place to any child with special educational needs and/or disabilities. We have regard to the DFE Code of Practice (2014) for Special Educational Needs and Disability and also the provisions of the Special Education Needs and Disability Act 2001. We will modify the EYFS, wherever possible and practical to do so to take account of children's individual needs.

. This policy represents the agreed principles for Special Educational Needs throughout the Nursery.

### **Definition of Special Educational Needs (SEN)**

"Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them".

### **Introduction**

This policy is in line with the revised Code of Practice.

The Special Needs Coordinators (SENCO) Sarah Regan and Claire Hull/Toyah Riley

At Little Bo Peep we strive to provide a broad and balanced curriculum for all children. The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the nursery.

These requirements are likely to arise as a consequence of a child having Special Educational Needs. Staff take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need 'additional' or 'different' help from that given to other children of the same age.

Children may have Special Educational Needs either throughout or at any time during their nursery development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

### **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the Special Educational Needs of each child;
- to ensure that the Special Educational Needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;

- to identify the roles and responsibilities of staff in providing for children's Special Educational Needs;
- to enable all children to have full access to all elements of the nursery's curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

#### Educational Inclusion

we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;

require different strategies for learning;

- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;

planning to develop children's understanding through the use of all available senses and experiences;

- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

#### Special Educational Needs

Children with Special Educational Needs and disability have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parents will be involved in the writing and review of each IEP.

If the IEP review identifies 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 nursery by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the nursery. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's nursery setting.

If the child continues to demonstrate significant cause for concern plans for a Education, Health and care plan (EHC) will be made to the LEA. The SENCo will start the procedures. A range of written evidence about the child will support the request.

At little Bo peep SENCO will:

- co-ordinate the provision for and manages the responses to children's special needs; support and advise colleagues;
- oversee the records of all children with Special Educational Needs; act as the link with parents;
- act as link with external agencies and other support agencies;
- monitor and evaluate the Special Educational Needs provision.
- manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs;
- contribute to the professional development of all staff.

#### Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the nursery, including the provision for children with statements of Special Educational Needs.

#### Assessment

Early identification is vital. Staff inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The staff and the SENCO assess and monitor the children's progress in line with existing nursery practices. This is an ongoing process.

The SENCO works closely with parents and Keyworkers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the Nursery. The Keyworker and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

#### Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

understand the relevance and purpose of learning activities;

experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff use a range of strategies to meet children's Special Educational Needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans (IEPs), which employ a small-steps approach, feature significantly in the provision that we make in the nursery. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the nursery situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

#### Partnership with parents

we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs.

We have termly meetings with parents to review the progress of their children against the targets set in the IEP and to set new targets for the next term. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

#### Monitoring and Evaluation

The SENCO monitors the movement of children within the Special Educational Needs system in the nursery. The SENCO provides staff with regular summaries of the impact of the policy on the practice of the nursery.

The SENCO draws up Individual Education Plans for children. The SENCO and the managers hold regular meetings to review the work of the nursery in this area.

The SENCO monitors the progress of children with Special Educational Needs and discusses findings with all staff and parents.

#### Role of the SENCO..

The named SENCO for our setting is Sarah Regan (Nursery) and Claire Hull / Toyah Riley (Pre-school)  
Ensure liaison with parents and other professionals in respect of children with SEND

Advise, support and arrange training for other practitioners in our setting.

Ensure that appropriate IEP's are in place and are implemented and reviewed effectively and that the targets are achievable and manageable.

Ensure that the relevant background information about individual children with SEND is collected recorded, updated, stored and passed on to the appropriate professionals.

Ensure that full and comprehensive records of the SEND needs of children moving to another setting are made available and presented in a way that another SENCO will understand and act upon