

The Acorns Day Nursery

Special educational needs & disability (SEND) Policy

The Nursery Philosophy

We aim to provide all children with a broad and balanced learning environment that is committed to the integration of children with special educational needs & disability. Our philosophy is that all children whatever their individual needs should have the opportunity to develop to their full potential.

Our special educational needs co-ordinator (SENCO) is **Fiona Thomas** and it is her role to:

- Help identify any difficulties a child may have.
- Help to develop strategies and plans of action.
- Keeps parents/ carers informed.
- Review the SEND policy annually.
- Know about outside agencies that can help.
- Keeps staff members up to date on SEND matters.
- Ensure the day to day running and operation of the settings SEND policy is carried out by all staff.

(The SENCO will always have a minimum of level 3 qualification)

1) We identify SEND through a Universal approach (whole setting Response):

- Observation, planning and assessment
- We track each child's progress and monitor any child who seems to be having difficulties in any area of learning, including problems with behaviour.
- We record each child's progress and share it with parents or carers on a regular basis through discussions.
- We use children's 2 year old checks to see if anything is flagged up.
- We provide a summative report in the form of an "All about me" to parents to keep them up to date on their child's progress and discuss any concerns with parents.
- If a child requires additional support the key person will discuss this with their parents and in liaison with the SEN co-ordinator to prepare a targeted plan which shows clear targets for the child. This plan is monitored and reviewed regularly.
- We discuss with the parents how they can support their child's progress at home.
- At every stage we take into account the children's feelings.

2) We use a graduated approach:

We Support children with SEND by providing individual support, this is done by differentiating learning and development activities.

- The SENCO will have regular training to support children through different areas of support.
- The SENCO will liaise with parents to talk through a targeted support plan and will always keep parent/carers up to date.
- The environment is always monitored through different audit tools to ensure an enabling environment.
- The SENCO will monitor the child's progress with the child's key person and arrange further meetings with external professionals if appropriate.

3) We use a personalised/ individualised learning approach:

- This is an individualised support plan which is personalised specifically for the child and it takes account of their unique individual needs.

- We may request support from an outside agency e.g. Specialist teaching service via LIFT (local inclusion forum team), health visitor. Parents/carers will be informed and asked permission to do so.
- A meeting may be arranged with parents and all the relevant services working with the child to further support the child's needs.
- Children may need an EHC (Educational Health Care) plan, this describes the strategies required to meet the needs of the child.
- Staff will create a care plan for children who may have health needs.
- Parents/carers will have regular meetings with the nursery to ensure continuity of the approach for the child.

The SEND policy links to:

- The children and Family Act 2014
- The Early Years Foundation Stage 2017
- The Equality Act 2010
- The special educational needs and disabilities code of practice 2015.

The individual child

All planning is based around the individual child and their interests, using the Early Years Foundation Stage as guidance. Each child's ability and stage of development is taken into account when planning and carrying out any activities, making sure each child's individual needs are met. Staffs adapt their teaching styles to help individual children achieve to their full potential. Each child is appointed a key person who is responsible for the monitoring of that child's progress through the use of formative and summative assessments; this progress is further monitored by the manager and SENCO. With the use of "All about me" the key person is able to work in partnership with parents to meet the needs of their child.

Developing a Positive Partnership with Parents

A good working relationship with parents/carers is paramount to the education and development of every child. We welcome a parents/carers guidance and knowledge because they know their child best.

We would like parents/carers to know that they are always welcome in the nursery to discuss any concerns they might have. Arrangements can be made for private discussions at a mutually convenient time. If any member of staff has any concerns about a child in our care they will always discuss any action that may need to be taken with either the child's key person or the SEN co-ordinator. This will then be discussed with the parents.

Transitions

With the use of the record of transfer grids we are able to share any relevant information about a particular child with the next setting that they attend, support plans will also be shared. If deemed necessary transition meetings will be planned with the new setting, parents, SEN co-ordinator, key person and any other agencies involved with the child.

Premises

Our nursery has wheelchair access, disabled toilet and discrete nappy changing areas.

Complaints procedure

Complaints about the SEN provision should be made to the SENCo initially. They will report back

within a week. If the parent is dissatisfied with the outcome they should refer the matter to the manager who will take further action as appropriate.

This policy is supported by:

- Behaviour management policy
- Medicine policy
- Equal opportunities policies.
- Transition Policy
- Risk assessments
- Care plans and peeps