

# Special Educational Needs and Disability Policy

## **Main Aims & Objectives**

Our setting aims to have regard to the DfES Code of Practice for Children with Special Educational Needs (2014) and the related SEN Toolkit.

We aim to provide a welcome environment, and appropriate learning opportunities for all children.

We aim to provide for the developmental needs of each child in the group.

We believe that all children, including those with Special Educational Needs (SEN) are owed the opportunity to develop to their full potential and should be expected to reach high standards achievement.

We ensure that all children are treated as equals and are encouraged to take part in every aspect of the Nursery activities.

Wherever possible we will promote positive images of those with SEN.

We believe that all children should be equally valued.

We believe that children present with a rich and diverse range of strengths and needs and that inclusion is most likely to be achieved when this diversity is recognised and regarded positively.

We recognise that all children within our group have entitlement to a broad and balanced and relevant curriculum and that appropriate support, advice and resources may be necessary to achieve this.

All children in the group, irrespective of their special needs, are encouraged wherever possible and appropriate to participate in all the groups' activities.

We are committed to the principle that all children are entitled to care and an education of a high standard and recognise that all children require an education which values their abilities and promotes understanding in the school community.

## **Admission arrangements for children with SEN**

Children with special needs are admitted to the pre-school after consultation between parents/carers, setting manager and key-worker.

## **Identification, Assessment and Provision for Children with SEN**

A child's parents/carers will be asked prior to admission to give details of any SEN and those will be passed to the SENCO and any key-worker and actioned as appropriate.

Every effort will be then made, with consent for the parents/carers, to obtain any relevant information and support from outside professionals involved.

If a child is identified during their time at the nursery as possibly having SEN, parents/carers will be immediately consulted and an agreed plan of action will result in accordance with the above mentioned SEN Code of Practice.

### **Arrangements for co-ordinating and monitoring SEN provision**

The name of SENCO for Little Acorns Montessori Windsor Campus is Michelle Tuddenham.

The name of SENCO for Little Acorns Montessori Priestwood Campus is Val Duffy.

The SENCO'S role is to

- Ensure all practitioners in our setting understand their responsibilities to children with SEN and our approach to identifying and meeting the needs of children with SEN
- Advise and support colleagues
- Ensure parents are closely involved throughout and that their insights inform actions taken by practitioners working with the child with SEN
- Liaise with other professionals or agencies beyond our setting

The SENCO with the support of the management monitors and takes responsibility for the day to day operation of provision made in accordance with the needs and progress of children who have SEN.

Systems of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

Children identified as having SEN will have an individual education plan (IEP) which will be written in conjunction with the parents and will address 3 or 4 short targets for development.

IEP's will be reviewed and updated regularly (usually ½ termly) again in conjunction with the parents/carers.

### **Facilities for Children with SEN**

Keyworker system ensures each adult is especially responsible for five or six children, so each child receives plenty of adult time and attention.

We have a wide range of resources and play equipment that can be deployed according to the individual needs.

### **Access:**

- Wide doors are available for wheelchairs
- The entrance is ramped
- The play area is on one level
- Suitable bathroom, toilet and changing facilities are available
- We will access each child's needs in terms of access and make every effort to adapt our facilities as appropriate

### **Partnership with Parents**

We recognise that parents and guardians play a crucial part in their child's progress.

We aim to work in partnership with parents and try to support them and listen carefully to their views.

We work closely with parents of all children in the group to ensure that:

- The group draws upon the knowledge and expertise of parents in planning provision for the child
- The child's progress and achievements are shared and discussed with parents on a regular basis.
- Parents know the identity of the group's SENCO.
- Parents are aware of the arrangements for the admission and inclusion of children with SEN.

### **Partnership with other Agencies**

We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs. These may include:

- Social Services
- Health Services
- Educational Psychologists
- Speech & Language Therapists
- Behaviour support services
- SEN advisory services
- Advisory teachers

### **Staff Training**

Our staff regularly attends in-service training on special needs arranged by the appropriate professional bodies.

Our staff will attend training courses wherever possible and keep themselves updated on SEN issues through relevant reading.

Training issues arising from SENCO training will be fed back to the staff team during staff meetings.

### **Complaints procedure**

Any complaints relating to SEN issues should be addressed either to the SENCO or the Nursery Manager. If, after this, the complaint remains unresolved, it should be addressed to the Area SENCO at Bracknell Forest Borough Council.

### **Policy Review**

This policy will be regularly monitored, reviewed and evaluated.

We will take into account the effectiveness of the provision we have made for children with SEN, and all children within the nursery, through means such as assessing the effectiveness of Individual Education Plans, the effectiveness of curriculum planning for groups of children and the effectiveness of staff training.