

Special Educational Needs & Disabilities

This policy aims to put into practice the fundamental principles of the Code of Practice on the Identification and Assessment of Special Educational Needs.

We aim to ensure the following actions and procedures are carried out:

- That all children with special educational needs should be identified and assessed as early as possible and as quickly as is consistent with thoroughness;
- In most cases no statutory assessment will be necessary and the nursery working in partnership with the parents / carers will make provision for children with special educational needs;
- Special educational needs provision will be most effective when those responsible take into account the ascertainable wishes of the child concerned, considered in light of his or her age and understanding;
- There must be close co-operation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues
- Where we have the facilities to provide effectively for a child with special educational needs the application will be treated no less favourably than applications for other children.

Progress reports/tracking are prepared for all children and are regularly updated, reviewed and assessed. Their use is relevant to children with special educational needs as part of the child's ongoing assessment. These records are discussed in regular staff meetings to help us identify what children know, understand and can do in all areas of the curriculum. These meetings are an integral part of the nursery's planning process and enable us to identify the children's needs and reflect them in future plans

The relationship between parents / carers of children with special educational needs and the nursery is very important and has a crucial bearing on the child's educational progress and the effectiveness of any nursery-based action. Parents / carers are partners in action taken to help their child. Their wishes, feelings and knowledge are vital to the educational process. We will foster links with any school as necessary, either mainstream or special needs, to facilitate a smooth transfer from pre-school to full-time education for any child.

It may be that sometimes a child experiences significantly greater difficulty in learning, than that of a majority of his/her peer group, or has a disability that prevents or hinders him/her from making full use of educational opportunities generally provided, we have a range of support available and will use this as necessary to aid / maximise the child's potential

A disability may be physical, sensory, emotional, behavioural or intellectual. At Eversley Nursery School the child with special needs will have maximum opportunity to develop physically, intellectually and be able to build upon the social skills necessary to function

independently in society. This will be alongside his/her friends with the additional support of a qualified nursery nurse. Developing a partnership with parent is vitally important in building an understanding of the child and settling him/her successfully into the nursery. At Eversley Nursery School we will ensure sufficient care for the child who sometimes needs extra help.

Statement of intent. We provide an environment in which all children receive rich learning opportunities are supported to reach their full potential.

Aims

We aim to provide a broad and balanced curriculum, which enables children to feel positive about themselves.

- We have regard for the DfES Special Educational Needs Code of Practice.
- We include all children in our provision.
- We provide practitioners to help support parents / carers and children with SEND/disabilities.
- We identify the specific needs of children with SEND/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents / carers and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.
- We will foster links with any professionals and schools / settings as necessary, to facilitate a smooth transfer from pre-school to full-time education for any child.

Methods

- We provide a statement showing how we provide for children with SEND
- We ensure that the provision for children with SEND 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 are happy to make changes to the environment where possible
- We work closely with parents / carers of children with SEND to create and maintain a positive partnership.
- We ensure that parents / carers are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents / carers with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children with SEND.

- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing for children with SEND.
- We ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use the local authorities system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide resources (human and financial) to implement our SEND policy.
- We ensure the privacy of children with SEND 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.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. EHC 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

This policy was revised & updated on the 15th August 2022
Eversley Nursery School