

The Learning Tree Day Nursery Special Educational Needs and Disability Policy

Our Nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

The nursery believes that all children have the right to experience and develop alongside their peers no matter what the individual needs. We value each child's needs as unique.

The nursery is committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. The nursery is committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early years environment.

We feel it is paramount to find out as much as possible about a particular child's needs and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parents
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child's development

All children will be given a full settling in period when joining the nursery according to their individual needs.

Aims – We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for the special educational needs code of practice on identification and assessment of any needs not being met by the universal service provided by the nursery.
 - Include all families and children in the provision.
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities.
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and appoint a Special Educational Needs and Disability Coordinator (SENDCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to the SEND role.
- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies.
 - Ensure that children who learn quicker are supported

- Work in partnership with parents and other agencies in order to meet individual children's needs including the health and education authorities, to seek advice, support and training where required.
- Monitor and review our practice and provision and if necessary make reasonable adjustments and seek specialist services and equipment if needed.
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities.
- Promote positive images and role models during play experiences of those with additional needs wherever possible.
 - Celebrate diversity in all aspects of learning.

OUR NURSERY SENDCO IS SAMANTHA COKALEY

Sam works closely with all staff to ensure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs and disability policy. All plans and records are shared with families.

Methods

We will:

- Designate a Special Educational Needs Disabilities Co-ordinator (SENDCO) and share his/her name with parents.
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals.
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery.
- Ensure that our inclusive admissions practice includes equality of access and opportunity.
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities.
- Work closely with parents to create and maintain a positive partnership which supports their children.
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education.
- Provide parents with information on sources of independent advice and support.
- Liaise with other professionals involved with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We will work closely with other settings and meet them to discuss the child's needs and ensure information exchange and continuity of care.
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities.
- Provide differentiated activities to meet all individual needs and abilities.

- Use a system of planning, implementing. Monitoring, evaluating and reviewing My Plans for children with learning difficulties and/or disabilities.
- Review My Plans and hold review meetings with parents at this time.
- Ensure that children with learning difficulties and/or disabilities are consulted at all stages of the graduated response, taking into account their levels of ability.
- Provide resources to implement our SEND policy
- Use the Early Help Assessment where needed.
- Provide training for practitioners and volunteers.
- Raise awareness of any specialism the setting has to offer e.g. Makaton trained staff...
- Ensure the effectiveness of our SEND provision is evaluated and reviewed annually.
- Monitor and review our policy annually.

Special Education Needs and Disabilities Code of Practice

It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The code of practice recommends that where a child appears to be below their age - related expectations, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. Our nursery has identified a member of staff (SENDCO) who will work alongside parents to assess the child's strengths and plan for future support. The SENDCO will ensure that appropriate records are kept according to the code of practice.

This policy was adapted on: 12th June 2019