

Special Educational Needs and Disability Policy

Statement of intent

We provide an environment in which all children are supported to reach their full potential.

Aims

We have regard for the

- DfES Special educational needs and disability code of practice : 0 to 25 years (January 2015)

and the following related legislative & statutory guidance;

- EYFS (Early Years Foundation Stage) 2014
- Working Together To Safeguard Children 2015
- The Equality Act 2010
- The United Nations Convention on the Rights of the Child (1989)

We will make known our "Local Offer" for supporting children with SEND both on our website and as a hard copy if required. We will also make families aware of the Local Authority Local Offer at <http://www.essexlocaloffer.org.uk>

We include all children in our provision.

We provide practitioners to help support parents and children with special educational needs (SEN) /disabilities.

We will endeavour to identify the specific needs of children with SEN/disabilities as early as possible and to meet those needs through a range of strategies.

We work in partnership with parents, the child and other agencies in meeting individual children's needs.

We monitor and review our practice and provision and, if necessary, make adjustments.

Methods

We designate a member of staff to be special educational needs co-coordinator (SENCO)

Charlotte Catley.....

Her name is given to parents.

We ensure that the provision for children with SEN/disabilities 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 work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.

We ensure that parents are informed and fully included at all stages of the assessment, planning, provision and review of their children's education.

We provide parents with information on sources of independent advice and support.



We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.

We use the graduated approach system for identifying, assessing and responding to children's special educational needs.

We provide a broad and balanced curriculum for all children with SEN/disabilities.

We provide a differentiated curriculum to meet individual needs and abilities.

We use a system of planning, implementing, monitoring, evaluating and reviewing of personalised plans for children with SEN/disabilities.

We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.

We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.

We provide resources (human and financial) to implement our SEN/disability policy.

We ensure the privacy of children with SEN/disabilities when intimate care is being provided.

We provide in-service training for practitioners and volunteers.

We raise awareness of any specialty the setting has to offer, e.g. Makaton trained staff.

We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. personalised plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

We provide a complaints procedure.

We monitor and review our policy annually.

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Extra support will be given to any child identified with a special educational need / disability through a variety of support systems including;

- Makaton,
- Visual strategies,
- Differentiated activities based on observations.

We will do this by ensuring that all practitioners are aware of the setting's obligation as part of its registrations to give regard to the contents of the Special Educational Needs and Disability Code of Practice.

This will be achieved by ongoing in-house training and support both in the areas of SEND & inclusion and by continuing our focus through the Inclusion Development Programme and other training opportunities.

The setting will ensure that all practitioners are aware of and initiate the Graduated Approach as necessary and that all children identified with a special educational need are given the additional support of a One Plan (the term used in Essex to describe a *person-centred approach* to assessment and planning for children with SEND)



Signed : *Steve Catley*  
Date : reviewed January 2017

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Policy ID : 1.12

The child's keyperson, in partnership with the setting SENCo, will have overall responsibility for ensuring the aims of the One Plan are targeted, but all practitioners who may have contact with the child during their time at the setting will be made aware of the contents of the his/her plan and be able to support the child's keyperson in working through the strategies planned.

The plan will be subject to regular reviews and the outcomes and strategies will be altered appropriately, in partnership and agreement with the child's parents/carers.

Through the implementation of SEN support, the setting may be required to ensure that the child receives the level of increased support to enable him/her to continue to access the full curriculum and develop appropriately through the seven areas designated in the EYFS.

In partnership with the child's parents/carers and keyperson, the setting SENCo will liaise with external third parties to obtain;

- specialist input to the personalised one plan,
- advice,
- new or specialist strategies,
- access to specialist materials / resources.

At all times the setting is aware of the need to keep the child's parents/carers fully involved in the process and informed of their child's progress and achievements.

