



Special Educational Needs (SEN) Policy

*Links with the United Nations Convention on the Rights of the Child (UNCRC):
Article 3 - Best interest of the child, Article 23 - Children with disabilities,
Article 28 - Right to an education and Article 31- Leisure, play and culture.*

Policy Statement:

Stoborough Nursery provides an environment and learning opportunities so that all children, including those with special educational needs and/or a disability, are supported to reach their full potential.

- We have regard to the Special Educational Needs and Disability (SEND) Code of Practice (2014);
- We ensure our provision is inclusive to children with special educational needs. We promote positive images of those with special needs. Inappropriate attitudes and practice are challenged in line with our Equal Opportunities Policy;
- We identify the specific needs of children with special educational needs at the earliest opportunity and meet those needs using a range of supportive strategies;
- We value the importance of listening to and taking account of the view of all children. As appropriate we will involve the child in decision-making about their special educational provision;
- We work in partnership with parents/carers in order to best meet children's individual needs. We recognise the vital role they play in the identification, assessment and response to their children's special educational needs; value their views and contributions and keep them fully involved in their child's education;
- We investigate opportunities for SEN training for staff and volunteers;
- We are committed to effective collaboration between all agencies working with a child/family and a multi-disciplinary approach to meeting children's special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child;
- We monitor and review our policy, practice and provision on at least an annual basis and make any necessary adjustments.

Procedures:

All members of Nursery Staff will work together to ensure provision of and access to activities and resources for a child with special needs.

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO).

Our SENCO is: **Rebecca Dominy**. Her role includes:

- Offering SEN advice and support to staff;
- Monitoring the implementation of the SEN Policy at the Nursery;
- Ensuring that parent/carer involvement is maintained;
- Liaising with professionals or outside agencies.

Admission Arrangements for Children with Special Educational Needs

When we know that a child may have a special educational need or disability before they start at our setting, we will endeavour to set up a good transition for that child into our setting. This process involves the child, parents/carers and any outside agencies/professionals. It may involve the child visiting our setting on a number of occasions and/or a home visit by one of our members of staff.

Monitoring Progress

Stoborough Nursery monitors and reviews the progress and development of all children throughout their time at the setting.

When a child is aged between two and three, practitioners review children's progress and provide parents with a short written summary of their child's development. If there are significant emerging concerns (or identified SEN or disability) practitioners develop a targeted plan to support the child, involving other professionals, as appropriate.

Special Educational Needs Support

If at any time a child appears to be behind expected levels of development, or where a child's progress gives cause for concern, practitioners will adopt a graduated approach, as set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 Years, with four stages of action - assess, plan, do and review.

1. Assess

- The child's key person, the setting's SENCO and child's parents/carers will carry out an analysis of the child's need.
- This initial assessment will be reviewed regularly. If there is no improvement in the child's progress then a specialist assessment/support may be requested from an outside agency. Parental consent for this will be sought.

2. Plan

- Where it is decided to provide SEN support the key person, SENCO and parents/carers will develop an Individual Plan. This plan will take into account the views of the child.
- It will detail outcomes sought, the interventions and support to be put in place, the expected impact on progress, how the plan will be reinforced in the home and a clear date for review.

3. Do

- The child's key person (or another member of staff if they have a particular skill or specialism) offers targeted support in line with the Individual Plan devised.

4. Review

- The effectiveness of the support and its impact on the child's progress will be reviewed by the child's key person and the SENCO working with the child's parents/carers and taking into account the child's views.
- Any changes to the outcomes and support for the child will be agreed in light of the child's progress and development.

The assess, plan, do and review cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress.

Where, despite the setting having taken appropriate action, the child has not made expected progress, the setting could bring the child to the attention of the local authority and request an Education, Health and Care Needs Assessment. The setting would co-operate in the local authority in this and provide any requested advice and/or information.

Transitions

Before a child moves onto another setting or school practitioners will consult with the child's parents/carers and will pass any records drawn up by us in respect of a child to any nursery/school that a child moves on to. The Child's key person or the setting's SENCO will accompany the child/family on at least one transition visit.

Confidentiality

Only members of nursery staff and other professionals who are supporting the child will have access to their inclusion records. These will be kept in a locked filing cabinet.

Resources

We aim to provide suitable resources for each individual child's stage of development. We are able to borrow resources from TREATS Toy Library and will seek advice from Parents and other agencies concerning any specialist equipment or training that may be required.

Funding

The Nursery will seek funding to support a child's special needs when applicable.

Behaviour management

Please see our policy on this. We will discuss with the parents and relevant professionals to what extent each child should be expected to follow the rules of the setting and if appropriate draw up a behaviour management plan.

Complaints

Should a parent or carer feel dissatisfied in any way they should first approach the SENCO or the Nursery Supervisor. Thereafter, they should follow the setting's Complaints Procedure.

Local Offer

Dorset County Council works with services to provide comprehensive information on what services provide for children and young people with SEN and disabilities. Stoborough Nursery has published its local offer within the Dorset County Council Directory. It can be accessed via the Dorset Family Information Directory website:

<http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/localoffer.page>

Further Information

Special Educational Needs and Disability A guide for Parents and Carers can be accessed online <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers> or from a member of Nursery staff.

This Policy was adopted at a meeting of Stoborough Nursery		
Held on (date):		
Signed on behalf of the Management Committee	Role of Signatory (e.g. Chairperson)	
The Policy was Reviewed...		
By:	On:	Signature: