

Special Educational Needs Policy

Socks Nursery School is committed to making our setting accessible to all children and to provide inclusive quality care and education regardless of childrens abilities and learning difficulties. We will work with a child's parents/carers and the specialist workers who support the child, in ensuring where possible that the child's needs are best met.

Procedures:

We aim to foster a positive attitude and approach throughout everyday learning activities and experiences through:

- Challenging Bias and Discrimination
- Developing and nurturing strong relationships with parents, carers and outside agencies including other childcare settings
- Supporting children for whom English is an additional language
- Requesting additional relevant training when a need is identified
- Regular meetings and updates to ensure continuity of care and objectives are met and passed on to all staff
- Appointing a nominated special educational needs co-ordinator (SENCo) who will undertake the relevant training and will attend any additional appropriate courses and conferences as they arise.

In regards to children with additional needs, the SENCo has responsibility for:

- advising and supporting other practitioners in the setting
- ensuring that appropriate learning and outcomes plans are in place
- ensuring that background information is collected, recorded and updated
- taking the lead in further assessment of a child's strengths and weaknesses to guide and meet the child's future needs
- taking the lead in monitoring and reviewing any action taken to support the child
- ensuring that appropriate records are kept for all children with special education needs and/or disabilities who require outside agencies support.

We admit all children, including those with special educational needs and endeavour to support pupils with a range of special educational needs.

We advise that prospective parents and carers of children with additional needs approach the SENCo for more information and to discuss how their child's needs can be met.

Reasonable adjustments are made to the learning environment to meet individual children's needs.

All children are assigned a key person who will work with the SENCo in liaising with parents and carers, observing, planning and assessing children's progress.

Children with additional needs will be supported by the SENCo

Some children are provided 1:1 support through SEN/Inclusion funding. The aim of the support is to help the child to develop the relevant independence skills and may be withdrawn once the child reaches the expected progress.

Parents and carers are involved and kept informed at all times.

Children who are experiencing difficulty with their learning are identified through discussion with parents and carers, observations, routine health screening and discussion with colleagues. All assessment is play based and follows the Early Years Foundation Stage (EYFS) curriculum milestones.

Should children not progress at the expected rate despite additional individual planning being provided to support the area of need, outside agencies may be involved. This will be done with written consent from parents and carers regarding their involvement.

Agencies and other professionals we work with include the Local Authority Inclusion/SEN Advisory Teacher, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists and others. These agencies and professionals will be contacted to provide additional suitable strategies to support children who may have additional needs in a particular area of development. They may also be involved in the child's transition to other settings and school.

A progress report is given to parents with details of the child's progress across the EYFS. An additional assessment, the Two Year Progress Check, is also compiled when the child is two years old. This assessment covers the child's attainment and progress in the Prime Areas of the EYFS e.g. Personal, Social and Emotional Development, Communication and Language; Physical Development.

We involve parents and carers through planning, when implementing strategies and identifying learning and development outcomes for their own children.

Where possible, children are involved in their own learning and encouraged to celebrate their own success and that of others. Children are asked how they would like to be helped and are encouraged to comment on whether they enjoy the learning activities provided.

If required, individualised planning known as a Targeted Plan will be put into place and contain planning for the child which is additional to, or different from, the standard provision and will include short-term strategies set for the child and

teaching strategies. Parents will be involved in setting all targets for their child. Targeted Support will be reviewed regularly and parents will be invited to contribute to this review.

All of our staff will need to be aware of the Targeted Support targets agreed for a child as they are all likely to be involved in supporting that child. However all of the staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the settings SENCo or Manager who would discuss any need to share information with the child's parent or carer.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

We will respect parent's rights to confidentiality when supporting children with Special Needs; we will always discuss any possible referrals to other services with parents to seek their agreement before we make such referrals. All meetings with parents other than the normal parent staff contact will take place in private.

If a child moves to another nursery or reception setting we complete a Nursery Transfer Summary that outlines the child's achievements at our setting. We will include a section which relates to Special Educational Needs and asks for the parents and child's comments.

The Manager is responsible for ensuring that current legislation is met.