

# **Policy on Special Educational Needs and Disabilities**

*See also the policy on Equal Opportunities and Inclusion as these are linked documents*

## **The nursery's philosophy**

We aim to provide all children with a broad and balanced learning environment that is committed to the integration of children with Additional Needs. Our philosophy is that all children 'with or without Additional Needs' should have an equal opportunity to develop to their full potential alongside other children in an educational environment.

We aim to work within the guidelines for special educational needs set out in the Code of Practice insofar as they relate to Early Years settings.

## **Policies**

1. One member of staff will be nominated as the special educational needs Lead Practitioner. In this document they will be referred to as the Senco. The name of this person will be displayed in the nursery entrance hall.
2. The progress of all children in the nursery is monitored and entered on their individual records. The member of staff in charge of each group will note if the progress is considered adequate or not. This review will cover issues such as the gap between the child's attainment and those of others of the same age, and the child's social and personal skills and behaviour. These records, and indeed all records, are confidential. In most circumstances it will be highly advantageous for their content to be made known to a parent or carer, but there may, in extreme cases, be situations in which this is not advisable.
3. The nursery will work closely with parents to listen to their views in order to build on the children's previous experiences, knowledge, understanding and skills. The Senco will develop and maintain appropriate methods of communicating with parents in relation to the issue of special needs. No action should ever be taken without the parent having a full understanding of what is being done to help the child.
4. Through discussion with parents the Senco and other staff will seek to understand the child's home circumstances to ensure that any educational needs noted are not directly caused by family problems or the home setting. Through assessment and monitoring the Senco will decide whether to signpost parent/carer to speech and language drop ins. Where the Senco believes that a home problem may be particularly affecting a child, and where the Senco believes that it is in the child's best interest so to do, the Senco will consult with the school or nursery unit head or manager, to consider informing the appropriate authority of their concern.
5. All children's files will be reviewed by the individual in charge of the relevant group at least once a month.
6. The nursery recognises that some children will have special educational needs, but notes that children whose first language is not English will not be

considered to have special educational needs because of their language situation alone.

7. All children will have their progress monitored. Those who are making less progress than might otherwise be expected will be noted on their files, and different opportunities and alternative approaches to learning will be introduced, and again noted.
8. All children who are identified as having a special educational need will have an assess plan do review which includes details of short term targets, teaching strategies and outcomes which are different from the curriculum plan for the children not with special needs. The individual education plan will be reviewed every four/six weeks.
9. Every four/six weeks, the Senco will review the progress of all children who have been identified with additional needs, and the children who are considered possibly to have special educational needs. The Senco will be primarily responsible for liaison between the nursery, parents and such children. The Senco will also be in charge of all record keeping relating to special needs.
10. The Senco will also review the ways in which each child with special educational needs is able to access the whole curriculum.
11. The Senco will ensure that all staff are aware of which children are in receipt of an Individual Educational Plan.
12. Where a child does not, in the opinion of the Senco, respond satisfactorily to the interventions in place, the Senco will consult with parents and any external agencies such as portage or speech and language therapists.. The setting will ensure all evidence is available to support this assessment.
13. If a child has an EHC plan in place the nursery will take every step possible to make the provision required by the document.
14. The Senco will ensure that full and comprehensive records of the special educational needs of children moving from the nursery to another nursery or a primary school are made available and presented in such a way that another Senco will be able to understand and act upon the findings of the nursery immediately.

**This policy was reviewed and amended on 25<sup>th</sup> October 2020**