

Top Chapel Day Nursery

SEND Policy

Introduction

Top Chapel Day Nursery is an inclusive nursery that welcomes and values the different experiences, cultures, talents, interests, capabilities and strengths of each child.

It is our expectation that every child will reach his or her maximum potential in a caring supportive environment that provides equal opportunities for all.

This policy represents the agreed principles for Special Educational Needs throughout the Nursery. All nursery staff Representing Top Chapel Day Nursery have agreed this policy.

Definition of Special Educational Needs (SEN)

Children who have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them.

This policy is in line with the revised Special Education Needs Code of Practice September 2014 and complaint with the children and families act 2014.

The Special Needs Coordinators (SENCO) is Jane Fallows. We also work with the Early Years team at Wigan council who supports our setting when and as needed.

At Top Chapel Day Nursery we strive to provide a broad and balanced curriculum for all children. The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individual and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the nursery. The building is accessible for wheelchair users including a ramp to access the entrance of the building.

These requirements are likely to arise as a consequence of a child having Special Educational Needs. Staff members take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have Special Educational Needs either throughout or at any time during their nursery development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

Our aims are:

- to ensure equality of opportunity and access to the curriculum for all children;
- to continue to maintain a programme of support and referral to outside agencies that will enable the children to receive the help they need quickly and effectively;
- to ensure that parents are involved in the decision making process in supporting their child's education and feel able to support their children at home;
- to outline the provision for identifying, assessing and meeting special educational needs;
- to adopt positive and consistent strategies to help children with social, emotional or behavioural difficulties;
- to develop skills in identifying children with specific learning difficulties and construct suitable programmes of work;
- To create an environment that meets the special education needs of each child
- To ensure that the special education needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;

- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs.
- To enable all children to have full access to all elements of the nursery's curriculum.
- To ensure that our children have a voice in this process.
- to develop skills in identifying children with specific learning difficulties and construct suitable programmes of work to involve the child in setting their own targets, developing the best strategies for success and fostering aspirations where appropriate for their age and understanding.

Educational inclusion

At Top Chapel Day Nursery we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery. Through appropriate curricular provision, we respect the fact that children.

- Have different educational and behavioural needs and aspirations, require different strategies for learning.
- Acquire, assimilate and communicate information at different rates, need a range of different teaching approaches and experiences.

Staff responds to children's needs by:

- Planning for children's full participation in learning, and in physical and practical activities:
- Helping individuals to manage their emotions, particularly trauma or stress. And to take part in learning.
- Each child having an individual Early Years Development Journal.
- Weekly support sheets are filled out on a weekly basis and shown to parents, parents can write comments if they wish.

- Work closely with Wigan's Senco, SENAS, S&L and other relevant agencies arranging monthly visits one to one.
- Working alongside the document 'A Graduated Approach' to support working with children with special educational needs and disability in early years settings.

Special Educational Needs

Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.
- They have a disability with social, emotional and mental health difficulties.

All our children are assessed when they join our nursery, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Coordinator (SENCO) the child's key person will offer interventions that are different from or additional to those provided as part of the nursery's usual working practices. The key person will keep parents informed and draw upon them for additional information. If the SENCO, Key person and parents feel that the child would benefit from further support, the SENCO will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the child within an individual Plan (IP). The IP will show the short term targets set for the child and the

teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place every 6 weeks. Parents will be involved in the writing and review of each IP.

If the child continues to demonstrate significant cause for concern, a single agency referral form will be completed by the setting with parent permission and sent off to Trafford for extra support. The SENCO will then start the procedures. A range of written evidence about the child will support this request. The referral form is to be completed if a child has long term needs or a disability. If speech and language intervention is needed a Speech and Language Therapy pre involvement form will be sent to the SLT department which also involves parents/carers.

A Supporting Your Child's Behaviour form is completed to monitor children's behaviour which includes an Individual Behaviour Support Plan. Agreement from parents/carers is needed before any plans are put into place.

An Intimate Personal Care plan is completed for children who may need support with their personal development such as toileting, feeding, activities, medication and dressing.

If needed an individual play care plan is completed by the management team and key persons to identify areas of the child's support in place to show whether they are progressing in certain areas.

Finally the Education, Health and Care Plan document is completed to show children's special educational needs development, health needs, social care needs, outcomes and support provided including resources and funding.

Some children at nursery may have significant behaviour problems. Staffs use a range of strategies for dealing with difficult behaviour, but some children may require further support. In these cases the SENCO Key worker and parents will create a Pastoral Support Plan (PSP), clearly outlining key targets for the child to work towards achieving, as well as the strategies and support services (e.g. Behaviour Support Team (BST) PSP's are reviewed half termly with a new PSP being written each term.

At Top Chapel Day Nursery the SENCO

- Manage the day to day operation of the policy.
- Co-ordinate the provision for and manages the responses to children's special needs, support and advise colleagues.
- Oversee the records of all children with Special Educational Needs.
- Act as the link with parents.
- Act as link with external agencies and other support agencies.
- Monitor and evaluate the Special Educational Needs provision
- Manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs.
- Contribute to the professional development of all staff.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the nursery, including the provision for children with statements of special Educational Needs.

Assessment

Early identification is vital. Nursery staff inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The staff and the SENCO assess and monitor the children's progress in line with existing nursery practices. This is an ongoing process. We will also contact Trafford's SENCO for support and advice. Support provided could be and agency involvement referrals and parent meetings.

The SENCO works closely with parents and key person to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the nursery. The Key person and the SENCO can break

down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The DCSF seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff use a range of strategies to meet children's Special Educational Needs. Learning and activities have clear learning objectives. We differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Plan (IP) which employ a small – step approach. Feature significantly in the provision that we make in the nursery. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the nursery situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one to one situation outside the main learning environment.

Partnership with parents/carers

At Top Chapel Day Nursery we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs.

We have termly meetings with parents to review the progress of their children against the targets set in the IP form and to set new targets for the next term. We inform the parents of any outside intervention. And we share the process of decision – making by providing clear information relating to the education of children with Special Educational Needs.

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. In order for parents to be active partners it is essential that they fulfil the following responsibilities:

- attend parent consultation and review meetings;
- meet with other agencies/services as required;
- Our Local offer is displayed on Trafford's website to show our settings support and accessibility for children with Special Educational Needs.

Evaluating success

The success of the policy can be evaluated through

- Monitoring room practice by Leadership Team/SENCO/Class Teacher;
- monitoring of practices and procedures by SEN Governor;
- Nursery self-evaluation;
- Involvement of parents/children at all stages;
- Using review procedures to evaluate the effectiveness of IP forms.