

## Special Educational needs policy

Since September 2001 it has been a requirement for all settings in the private and voluntary sector, who are registered for the nursery educational grant, to appoint a member of staff to be their named, special educational needs co-ordinator {senco}

The setting- based senco ;

- Works with other staff to agree and implement the special educational needs policy
- Co-ordinates the sen provision within our setting
- Offers support for parents
- Supports staff development
- Liaises with other agencies
- Keeps appropriate records
- Assists staff in making observations and assessments
- Assists staff in planning for children with special educational needs

Our setting based SENCO is JULIE BARNES

Our deputy SENCO is HELEN MCGEOUGH

This policy is in line with the revised code of practice.

Our aims at the little Wendy house day nursery

We aim to work closely with all parents to encourage any child with SEN within our setting

We aim to help all children to feel happy and comfortable within their environment

We aim to help each child to feel part of the group with their peers, enabling them to develop confidence

We aim to find the best possible help and assistance for each child's needs and work closely with these professionals

At the little Wendy house day nursery we aim to offer excellence of choice to all our children whatever their need and ability. 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 valued as part of our nursery. We respect that children have different educational and behavioural needs and aspirations require different strategies for learning, children acquire, assimilate and communicate information at different rates, and that children need a range of different teaching approaches and experiences.

How our staff respond to the children's needs we provide support for each individual child who need help with communication, language, and literacy, planning to develop children's understanding

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through the use of all available senses and experiences. The staff help the children to manage the children's emotions particularly trauma or stress, and to take part in learning.

We assess the children every three months. These assessments would show if an individual child had any SEN needs within the six areas. Once found, extra observations would be carried out and appropriate professionals or assistance would be sought. Parents' permission would be needed to transfer all documents. Where the child needs specialist provision we would use the graduated response of the SEN code of practice.

All documents or records collected on the child will be kept confidential, and parent permission sought when used with other professionals.

Links with support services and other agencies;

To help children with SEN, we link with other agencies, eg. VTS and speech and language therapists etc. we always seek parental consent. The nursery, parents and agencies would work closely together as a team, sharing information where appropriate.

If the parent is unhappy with SEN provision that is offered to their child, they can approach the senco and management. For further complaints procedure, see complaints policy.

The setting – based senco receives advice and support throughout early year's development and child care partnership from the area senco. And information leaflet about the area senco is available.

Reviewing and monitoring the policy;

It is the appointed senco who is responsible to ensure that the policy is implemented. It will be reviewed annually or in response of changes in legislation. The policy will be monitored by the manager of the little Wendy house.

Admission arrangements;

Children and parents are welcome and given a full tour of the setting, especially their room. Discuss with agents all special requirements needed for their child e.g. health problems, physical needs, emotional problems e.g. each child has a flexible induction period relevant to their individual requirements. The children are introduced to a core worker, and the parents have an option to leave or stay for this period. These admissions arrangements apply to all children.

Partnership with parents;

All policies are shared with parents and are available at any time. Discuss with parents a formal time of day when the manager/senco is available to talk and where this would be possible to discuss any problems, worries or issues.

Parents are encouraged to share all information about the child to help assess. They are reassured that all the shared information is confidential and non-judgemental, as required with other professionals in relation to the child's development.

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In our nursery we encourage the children to take responsibility and to make decisions. This is a part of the culture of the nursery and relates to children of all ages and all abilities.

### Facilities;

The nursery setting is on a flat surface at rear and can be accessed by wheelchairs and individuals with mobility difficulties. We should seek to be flexible in our approach and talk to parents, and where possible we will make reasonable adaptations to accommodate adults/ children.

### Staffing;

Staff ratios meet to the specified guidelines and staffs have the relevant qualifications needed.

The setting senco has received training from the area senco team. All staff re briefed and information learnt is shared with other. Staff is also aware of current training courses. Staff are informed of any changes or adjustments.

### Resources curriculum and learning environment

The room layouts are suitable for children with any sen requirments. Also equipment is provided to encourage children with SEN to participate in the foundation stage curriculum. We will adapt/modify the foundation curriculum to meet the needs of the individual child. Equipment will promote positive images of SEN/ disabilities.

### Training;

There will be training booklets in the staff room to browse through and chose any that they are interested in.