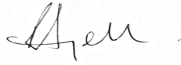




Supporting children with Special Educational Needs and Disabilities

Version control

Agreed at Meeting on	Attended by	Final Approval by	Date Approved	Next Review Date
5.6.2014	R. Angell J. Malins		5.6.2014	5.6.2015

Policy

Otters Nursery Schools are committed to implement equality of opportunity and supports children with special educational needs.

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Key Commitments

- Otters Nursery Schools designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) for each setting.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We train all members of staff with recognizing and supporting children with special educational needs.
- We provide in-service training for parents, practitioners and volunteers.

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- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views. This information is collated, evaluated and reviewed annually.

Special Educational Needs Coordinator (SENCo)

Otters Nursery School designate a member of staff to be the Special Educational Needs Co-ordinator (SENCo) for each setting. The SENCo:

- has a specific job description and is required to attend specialized training.
- trains and assists all members of staff with recognizing and supporting children with special educational needs
- is identified for parents/carers and persons using the nursery.

The Special Educational Needs Coordinator for this setting is:

Otters Nursery Schools implement a Special Educational Needs and Disability procedure.

Procedures

All members of staff must implement the procedure at all times:

- Ensure that the provision allows children with special educational needs to realize their full potential.
- Ensure that our inclusive admissions practice ensures equality of access and opportunity.
- Follow the Procedure for Children's Development Records
- Be up to date and fully aware of how to recognize and identify special educational needs.
- Monitor key children in detail, recording and assessing children to establish special educational needs.
- If you believe a child either in your key group or any child attending the nursery may have special educational needs inform the SENCo immediately.
- Work closely with the SENCo.
- Fully co-operate with advice and information given by the SENCo and any other relevant professionals or outside agencies.
- Work with the SENCo to develop an Individual Education Plan (I.E.P.) to ensure the graduated response system for identifying, assessing and responding to children's special educational needs.
- With the support and guidance from the SENCo work closely with parents of children with special educational needs to create and maintain a positive partnership.
- With the support and guidance of the SENCo ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education.

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- With the support and guidance of the SENCo maintain detailed records of development in the child`s personal development file with reference to special educational needs.

Special Educational Needs Coordinator (SENCo) Procedure

- Implement a graduated response to plan, develop, implement monitor evaluate and review an Individual Education Plan (I.E.P.) for every child with special educational needs .
- Ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- Fully co-operate with advice and information given by other relevant professionals or outside agencies, keeping up to date with training and current thinking, ensuring it is cascaded throughout the setting and used in the I.E.P.
- Ensure the nursery provides a broad, balanced and differentiated curriculum for all children with special educational needs, in all age groups.
- Monitor the system for keeping records of the assessment, planning, provision and review for children with special educational needs.

When a child either attending the nursery or about to start the nursery has been identified with a known or potential special educational need the SENCo must immediately:

- Set up a SEN file for the child;
- Inform the Manager and key person;
- Observe and monitor the child in detail, recording and assessing the child to establish special educational needs.

If the child does NOT appear to have special educational needs record your findings with a date for the child`s personal development file:

- Ensure the key person continues to carefully monitor the child for special educational needs;
- Over the next 3 months in monthly intervals observe and monitor the child in detail, recording and assessing the child to establish special educational needs;
- Seek external advice if necessary.

If the child does appear to have special educational needs record your findings with a date for the child`s personal development file and SEN file.

- Arrange an initial meeting with the key person, room leader if necessary and Manager to develop an initial I.E.P.
- The SENCo is the main lead and coordinates information between the parents, staff, the Manager and all outside agencies and professionals. He/she keeps all parties up to date.
- Parents/carers must be kept fully informed at all stages whilst their child attends the nursery.
- Arrange an initial meeting with the parents, key person, room leader if necessary and Manager to discuss the child`s special educational needs and the initial I.E.P.
- At the meeting sensitively explain to the child`s parents/carers the details of the special educational need and how outside agencies and/or professionals can

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- help. Explain how, when and why information will be shared about their child and with whom.
- Written permission to share the information will be sought, dated and signed.
- The SENCo will record the meeting including the conclusion and share the report with the persons at the meeting, filing a report in the Child's Personal Record and SEN file.
- Follow the Procedure for Sharing Information.

The Special Educational Needs Coordinator (SENCo) must:

- provide parents with information on sources of independent advice and support;
- contact the relevant outside agency for guidance and support;
- fully co-operate with advice and information given by other relevant professionals or outside agencies;
- work with the key person to plan, develop and implement an Individual Education Plan (I.E.P.) for the child;
- work with the key person to monitor, evaluate and review the I.E.P. at an agreed date;
- work with the key person to record the I.E.P., plan the outcomes and any conclusions. Copy the report to the Child's Development File, the SEN file, relevant outside agencies and the parents/carers;
- keep the parents/carers fully informed and involved. Invite them to attend meetings and share feedback, where relevant to be used in the I.E.P. or reports.
- liaise with other professionals involved with the child, including transfer arrangements to other settings and schools;
- liaise with other professionals involved with supporting the child during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.