

Special Educational Needs / Disabilities Policy

Aim: To ensure that each child is able to progress at his/her own rate in all areas of development and hence realize and strive to achieve his/her potential regardless of disability or learning difficulties.

Our Nursery aims to have regard to the DFEE Code of Practice on the Identification & Assessment of Special Educational Needs and provide a welcome environment with appropriate learning opportunities for all children.

Children with special needs, like all other children, will be welcomed and admitted to the Nursery after consultation between parents, nursery staff and any support groups that are already involved.

The needs of an individual child are paramount and provided we can meet those needs, the application of a child with special needs will be treated no less favourably than applications for other children.

Our focus is on early detection and identification of additional learning needs leading to a quick and effective response and the development of an effective strategy to meet those needs.

We believe that this focus will prevent the onset of later difficulties and hence act in a preventative capacity as well as addressing present needs.

Early Identification

All staff are to be aware of the SEN Code of Practice on the Identification & Assessment of Special Educational Needs.

One member of staff will be designated to co-ordinate and deal with special needs although all staff will take an active role in the support of Special Needs Strategies. Our S.E.N.D.C.o is Miss Laura Johnson who is an experienced Nursery Practitioner. She will be responsible for co-ordinating with parents and carers at all levels to ensure our policies are implemented.

All children will be assessed on entry to the Nursery and their development monitored and assessed.

Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

A key worker system is in place to ensure children are monitored effectively and that there is good communication, support and relationships with other members of the family.

There are regular planning meetings for staff to discuss individual children and discuss any effective plans of action. We will also review this policy regularly to ensure it is workable for all concerned.

Early Intervention

Once a need or needs have been identified, an effective strategy will be formulated. The S.E.N.D.C.o will devise a graduated response specific to the child's individual needs. This will outline the needs of the child and strategies/targets to be working towards, along with ideas on how to achieve these. The strategy will be formed after discussion between all involved party's i.e. staff, parents, appropriate key family members and the child.

After a month of initial concerns, a CMT will be carried out to highlight specific needs. Upon entry to Nursery as part of registration forms, parents will be asked for permission to carry out monitoring tools where necessary. Parents will be informed of these when carried out by the S.E.N.D.C.o and Key person.

If an Early Language problem is suspected, we will formulate Early Interventions Groups. These are specific groups for Language focusing on different strands of expressive language, receptive language, understanding and social communication. These groups will set out learning objectives and an activity in order to meet these. Staff will then create an evidence base for each child to inform their planning and assessments.

Where appropriate we will liaise with staff outside the group including therapists, health visitors, psychologists, social workers, paediatricians and support groups. A TAF/TAC (Team around the family/child) may be needed and a lead professional put in place to organize meetings so that strategies can be put in place.

The Nursery will make every endeavour to provide where appropriate the resources required to implement the strategy.

These resources may include:

- A change or adaptation to the Nursery environment.
- Additional equipment including specialist aids if appropriate.
- Specialised training in a specific area for staff.
- Additional support from adults – extra funding will be sought if required.
- Adults from specific areas i.e. translators, support group workers.
- Providing alternative activities where appropriate.

- Additional time to support staff and ensure the Nursery discipline policy is implemented consistently.

Evaluation

Observation and record keeping will continue as part of the strategy.

Regular meetings will be held to assess individual's progress and the need to alter the strategy if required.

Information will be transferred to the next care provider (eg school or another early year's provider)

Mission Statement

This Nursery is committed to ensuring that all children are valued and learn to respect their own contribution and that of others.

The Nursery will support all efforts to reduce discrimination and enhance a positive view of all people regardless of their gender, culture, nationality or disability.

JOB DESCRIPTION FOR STAFF DOING ONE TO ONE SESSIONS WITH SEN CHILDREN

ACCOUNTABLE TO: The SENCO, Deputy Manager and the Manager of the nursery

OVERALL AIM: The person in charge of any one to one session with a child must adhere to any exercises and/or targets that have been set in previous meetings and visits during this time as well as passing on any messages or completing any documents.

DUTIES AND RESPONSABILITIES INCLUDE:

1. To ensure the safety of the child before and during their one to one session with you, especially if they have external feeding tubes that can become easily unattached etc.
2. To make sure you are following the instructions that have been set with precision so as not to hurt or overstretch the child.
3. To report any findings to either the SENCO or the Manager of the nursery as well as keeping record yourself and keeping documents fully updated.
4. To be fully aware and have familiarised yourself with the child and their current condition/s before starting any one to one session.
5. To always communicate with the child and tell them what you're about to do, even though they may not be able to communicate back.
6. To recognise anything that may cause you concern and know who to refer your concerns to.
7. To be committed entirely to the child for the duration of the one to one time as this is externally funded and stick to the time limits.
8. Once the one to one time is complete, take the child back to their room and discuss with the key person/carer about how they have been and inform them that they are to tell parents and carers when the child is collected.
9. Any one to one time given to a child MUST be written on the staff shifts next to the person's name who did the session and the number of hours the child received that day as well as the initials of the child (The manager will understand what this is)
10. Ensure any documentation regarding the child that needs to be filled in is done correctly and with accuracy. If you need any help with this then ask the SENCO or the Manager.
11. To understand that even though you are undertaking the one to one session alone, you are still to work as part of a team and pass messages on to all involved with the child. This will ensure the best possible care for the child and the correct targets are being set to aid the child's progression.