

**ABC NURSERY POLICIES AND PROCEDURES**  
**POLICY 25: Special Educational Needs**

**Admission arrangements:**

- 25.1 At the ABC we embrace the opportunity to try to reflect the diversity of our city and believe that this enriches and broadens all children's experiences.
- 25.2 We welcome all children and families with an initial meeting with the Nursery Manager. We will plan a starting date and undertake an induction with the parents / primary carers so that we can make the necessary arrangements for children with individual and specific needs.
- 25.3 We will meet the requirements of the Disability Discrimination Act and will make every effort to apply 'reasonable adjustments' to the nursery's lay-out and routines etc to accommodate each individual child's needs. We will seek the support of pre-school services for advice & information on how, as a setting, we can meet these needs.
- 25.4 We will aim to meet the requirements of the Special Education Disability Act and would seek the advice of the Coventry Council SEND Team to assess how we are meeting these requirements.

**Accessibility:**

- 25.5 We have made our building more accessible by providing ramped access between the outdoor and indoor areas and by providing easily reached toilets to encourage our children to become independent. We use contrasting colours for our tables and chairs and ensure that children have the space to play on the floor.
- 25.6 We are happy to be flexible in the use of our building to accommodate children's needs and to consider making 'reasonable adjustments' to our premises within our financial capabilities. We will actively seek advice as to where we can find additional funding to help us with this.
- 25.7 Partnership with parents:
- We will work closely with parents, sharing information on children's progress.
  - We will value parents' contributions and involve parents in writing I.E.Ps (Individual Educational Plans) and involve parents in reviews.
  - We will consult with parents and ask their permission before seeking external professional advice.
  - Information is exchanged on a daily basis with parents /primary carers and the Nursery Manager or the Deputy Manager and the child's Key Carer as their child arrives at and is collected from the nursery.

- Each child has a Key Carer. We expect them to have close day- to- day contact with families and believe that this is the best way of sharing initial concerns.
- There is room set aside for confidential discussions.
- The foundation for our partnership with parents is the informal contact between staff and family. We send newsletters out to parents on a regular basis and hold parents evenings twice a year.

#### **Carers' concerns regarding the SEN provision within our setting:**

25.8 Issues, questions or concerns should first be raised with the Nursery Manger and / or our SENCO. The principles of the Data Protection Act will be adhered to and information will only be shared with those that are directly involved. Concerns are always taken seriously and complaints are investigated thoroughly.

25.9 If parents feel that the nursery is unable to deal with their complaint then we will advise them how they can progress this further. Our complaints policy contains contact telephone numbers and procedures for contacting OFSTED

#### **Individual children's needs:**

25.10 Our policy objectives with regards to the children in our care are as follows:

- Staff will organise activities to help all children feel part of a group and ensure that they are included and valued.
- Staff will review and evaluate all activities and continuously improve our ways of working to provide the highest quality of provision for our children.
- We will provide opportunities for all children to reach their potential.
- We will provide a curriculum that follows the Early Years Foundation Stage Framework.
- We will provide a curriculum that is broad, balanced and meets their needs through appropriate challenges.
- Staff will show respect for children and their families.
- Staff will give children opportunities to play with their peers.

#### **Transition:**

25.11 When a child with special educational needs is moving between areas of our nursery, then the SENCOs will arrange a meeting with the Team Leaders in each area to discuss this transition and endeavour to make it as smooth as possible for the child. The SENCO will also make sure that the Key Carer and staff in the new area are aware of the child's needs and any additional information such as funding or extra care agreed.

25.12 If a child is moving on to another early years setting or a school setting then the SENCO will liaise with the setting and arrange a review meeting. At this meeting we will discuss successful strategies and work together to develop a transition plan to ensure the child's transition is as smooth as possible.

**25.13 Concerning staff:**

- Key workers will discuss concerns sensitively with families and listen carefully to them. From this starting point we will work in a graduated way.
- The nursery appoints a SENCO who accesses training on Special Educational Needs through the Coventry Early Years Partnership, the Pre-School Learning Alliance and the SEND Early Years.
- Details of courses advertised by The Coventry Childcare Partnership and other providers will be made available to staff. A record of course attended is kept by the Nursery Manager. One outcome of the process is an agreement on training for the forthcoming year. When particular topics are of interest to staff, visiting specialists are invited to attend staff meetings. Identification of training needs takes place through supervision and annual appraisal procedures.

**25.14 SENCO'S Responsibilities:**

- Taking the lead on SEN policy and regular policy reviews.
- Making sure that all staff understands the contents of the policy.
- Development of an inclusive environment and practice.
- Writing and reviewing I.E.Ps.
- Contributing to statutory reviews and assessments.
- Keeping a record of all children with special needs and regularly reviewing the support we offer to children to ensure that the support is fair and proportional to their needs.
- To seek additional funding from other agencies where applicable.
- To implement IEPs and to help and advise staff on SEN strategies.
- To liaise with outside agencies, specialists and professionals when applicable to find the best way of meeting a child's specific needs.

**The Graduated Response to Special Educational Need:****25.15** If any concerns are raised about a child:

We will discuss these openly and sensitively with the parents respecting confidentiality. We will always listen to parents' views. We will gain the permission of the parents if we feel we wish to discuss any concerns with the child's Health Visitor or the SEND early years.

Staff will make additional observations of the child and may use the information collected to produce an initial support plan. This will be overseen by the SENCO. The plan will be based on the child's interests and will encourage small changes which may help the child to make progress. If our concerns continue we will support the child with reference to the SEND Early Years My Support Plan.

**25.16 Early Years Action:**

The SENCO, the child's key worker and the parents will work together to address any Individual Action Plan. This plan will describe what will be provided for the child that is in additional to or different from that which the nursery has in place for all children.

It will be based on the child's strengths and interests and is designed to enable the child to make progress. The plan will be reviewed regularly and be integrated into the nursery's educational programme. If concerns about the child continue then we will seek additional support from other professionals with the agreement from the child's parents.

**25.17 Early Action Plus:**

The nursery will develop an I.E.P. in collaboration with parents and other professionals. This I.E.P will be reviewed approximately three times a year. If the review shows that satisfactory progress has been made then a decision can be made to revert to the Early Action Phase or continue at the same stage.

**25.18 Statutory Assessment**

If the reviews show that little or no progress has been made then all agencies in association with the child's carer may decide to initiate the assessment process. We are happy to liaise with outside professionals and the Local Authority in support of the child.

**25.19 Statement of Special Educational Need:**

The nursery will work with professionals to create an IEP based on the recommendations that are within the statement. Progress will be reviewed at least three times a year. An annual review will take place where parents, staff and professionals will be informed of any changes to be considered for the following year.

**25.20 Additional Resources:**

The nursery will endeavour to seek out additional resources to support children with Special Educational needs: either by purchasing these, with support if possible from grant funding, or by lending resources from the library at Tile Hill Children's Centre or from Limberick Wood.

**25.21 Flexibility:**

The nursery will endeavour to be as flexible as possible in meeting the attendance requirements of children with special educational needs, working with the parent and with other professionals around other commitments that may arise through the needs of the child and their medical care and other professional support.

**25.22 Complaints:**

Any complaints with regard to this policy can be raised with Anthea Griffin. If the nursery has not resolved the issue to the parent's satisfaction then a complaint can be raised with Ofsted. (Please refer to the nursery's Complaints Policy)

**Named: SENCO: Sarah Callaghan / Austin O'Neill**

