

St Bernard's SEN Policy

Definition

Children may at sometime in their lives encounter some form of special needs that require specialist help, this may range from mild hearing loss, wearing glasses, to physical impairment or learning difficulties.

Aims & Objectives

At St Bernard's our aim is to provide a welcoming environment for all children who attend the nursery, giving them a safe yet enjoyable opportunity to play, make friends and develop new skills. We value each child as an individual and make sure that each child feels included in the nursery setting regardless of family background, culture, race or *Special Educational Need (SEN)*.

The objective of the nursery is to integrate all children to achieve their full potential during their time at the nursery. This is to be achieved by a structured and stimulating curriculum as well as providing learning through play. We feel that to get the best results it is important to work closely with the parents of the child by talking gaining opinions through questionnaires and parents evenings.

Special Needs Co-ordinator (SENCo)

Our SENCo for the nursery is Jenny Davis and supporting is Kim Meeney our Designated Safeguarding Lead

The role of the SENCo is:

- To liaise with parents, staff and other professionals on SEN issues.
- To ensure SEN records and appropriate target plans, are regularly updated and in place.
- Making sure that all target plans are being followed by all involved with the child.
- Addressing SEN training issues for the nursery.
- Ensuring that all background information on children with SEN's is collated, recorded and updated.
- Monitoring and reviewing the SEN policy.

Admissions Procedures

Where a special need is identified before enrolment, every concession is made to establish during preliminary discussions with parents the precise nature of the support the child may need, and whether these needs can be best met by the nursery. If at this stage it is decided that the nursery may serve the child's best interests we set up a strategy with parents and other professional advisors. This may include input from parents, child development and health specialists.

Decisions will be taken as to the nature of any extra support needed and special training of staff on particular issues, e.g. the proper use of specialist equipment. It may also include discussions about financial support from Social Services in fulfilling their duty of care under The Children's Act 1989.

Identification and Assessment of Children with SEN

Occasionally particular needs may be identified during the child's time at the nursery by routine observation of the child's development. We take into consideration that not every child progresses at the same rate, and different milestones are not reached at a set age, however, individual assessments are carried out to ensure that the child is indeed progressing.

Should a concern arise about a child's progression either generally or in a specific area, the nursery staff assigned to the child will discuss the concerns with the SEN representative, at this point observations will be made and recorded, if the SEN feels that the observations are worthy of concern the issue will be discussed with all members of staff and parents will also be invited to discuss the concerns. Early Learning Guidelines are also carried out to assist our SENCo's when looking at a child's progress.

From this meeting we ascertain if there is any reason outside of the nursery that may be a contributing factor, and also if the parents have any concerns themselves. Target Plan's may then be drawn up to help the child with their curriculum and small targets may then be set. Parents will then be asked to attend future meetings to discuss their child's progress.

At further meetings target plan's are reviewed, and if there is sufficient progress achieved advice will then be sought from outside agencies with parents' permission. If outside agencies are involved the nursery will still continue to record all recommendations and parents will be informed with regards to any different arrangements.

Resources and Facilities

The following resources are available at St Bernard's:-

- An area SENCo is available to offer advice and support on SEN matters.
- Access to a number of specialist contacts.
- Sensory development equipment including books, puzzles and soft play apparatus.

Training

Jenny Davis

SENCO - October 2016

Promoting positive behaviour – March 2017

Understanding behaviour that challenges – July 2018

Handling difficult conversations with parents – January 2020

Role of the SENCo – March 2020

Speech and Language – August 2020

Understanding Autism – April 2021

Autism and ADHD in girls – April 2022

SEND code of Practice – February 2023

Sensory Learning – February 2024

Partnership with Parents

We appreciate that no one knows a child better than their parents, for this reason we value any input them and make sure that it is dealt with in the up most confidentiality and sensitivity.

We would also like to stress that we are available to parents to discuss any concerns that they may have at anytime and not just at parent's evenings.

Links with Outside Agencies

St Bernard's prides itself with its links with outside agencies; these include local health visitors, educational psychologists, and speech and language therapists. We are also in contact with the local education department for specialist teaching requirements.

When a child is getting to the age where he/she is ready to begin school we pass on reports onto the school so that they know how the child is progressing. We try to maintain good communications with all schools to ensure that the child can settle in as well as possible as we are aware of how big a step it is.

Complaints Procedure

If at any time you are unhappy with care your child is receiving there is a procedure in place to deal with any complaints or concerns that you may have. Please refer to our *Complaints Procedure Policy* which can be found in our policy folder.

With regards To SEN matters the SENCo must be involved in the procedure. If the parents feel that they would like to seek independent advice they can contact The Parent Partnership at County Hall, Glenfield.

Monitoring and Evaluating the Policy

Date of writing: - 12th February 2005

Date of Policy	Signed by	Review of policy