



Reviewed on 05/03/2021

Special Needs/Additional Needs Policy

The Old School Nursery follows The Equalities Act 2010, The Children and Families Act 2014, Special Educational Needs and Disability Code of Practice 2015 and The Disability Duty 2006. We aim to welcome and provide and promote equal and appropriate learning opportunities for all.

Definition of Special Educational Needs and Disabilities (SEND).

A child has a special educational need if they have a learning difficulty or a disability that calls for special educational provision.

A disability is classed as "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".

Or when a child "has a significantly greater difficulty in learning than the majority of others of the same age"

Or when a child has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

The Equalities Act 2010 states settings "must not directly or indirectly discriminate against, harass or victimise disabled children and young people."

Children with special needs/additional needs like all other children are admitted to the Nursery subject to availability of places, provided we could offer a positive experience of learning through play. Each child is treated as an individual and its needs are to be met at all times.

Our system of observation and record keeping is completed by each member of staff in their own group of key children; this operates in conjunction with parents/carers enabling us to monitor children's needs and progress on an individual basis.

The nominated nursery **Special/Additional Needs Co-ordinator**, who is specifically responsible along with any other professionals involved to draw up an educational plan, is **Mrs Frances Morgan**. They will then work closely with the child to ensure consistency in teaching and ensure that each child receives the time and attention they need.

The Nursery works with other professionals outside of the setting, including therapists, health visitors, psychologists, social workers, paediatricians and portage workers to meet the child's specific needs. We appreciate parents/carers informing the SENCO or Manager of any feed back they receive from any of the above in order to help ensure records are up

to date and that all professionals are therefore working with the same information to ensure that the child's needs will be met.

Partnership with parents to identify and access children

At The Old School Nursery we encourage positive partnership with our parents/carers by ensuring they are informed of any Special Needs/Additional Needs that we recognise. This is followed by with a meeting with the parents. If these needs require the cooperation of an outside agency, we will endeavour to ensure that they are contacted. When the SENCO receives any information provided by outside agencies, they work alongside the child's key worker as a team to ensure they follow the same procedure with the child.

Methods to support our families.

We will:

- Designate a member of staff to be Special Educational Needs Co-ordinator (SENCO)
- Provide a local offer which is displayed on the county website.
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities, making reasonable adjustments as needed.
- Work closely with parents/carers to create and maintain a positive partnership which supports their child(ren).
- Ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their child's education.
- Provide parents/carers with information on sources of independent advice and support.
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care.
- Use the graduated response system for identifying, assessing and responding to children's special educational needs. Provide differentiated activities to meet all individual needs and abilities.
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with learning difficulties and/or disabilities.
- Review IEPs regularly and gather the views of parents and carers.
- Provide in-service training for practitioners and volunteers.
- Monitor and review our policy annually.

Early Years Action

This is used when early education practitioners who work day-to-day with the children or the SENCO identify that a child has SEN.

Together they provide interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies.

An IEP (Individual Educational Plan) will usually be devised.

Early Years Action Plus

Used when the early education practitioner who works day-to-day with the child and the SENCO are provided with advice or support from outside specialists.

Alternative interventions additional or different strategies to those provided for the child through Early Years Action.

A new IEP will usually be devised.

Nursery staff attend in-service training and relevant courses on Special/Additional Needs.

Statement

The Local Education Authority (LEA) will make an assessment of a child's educational needs, based on specialist advice. If the LEA then decides that the child needs special help, they must write a **statement of special educational needs**- usually called a statement. This describes all the child's needs and all the additional help that he or she needs. The child's school and the LEA can usually provide this help with support from the LEA.