



Christchurch Pre-School Nursery
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SUPPORTING CHILDREN WITH ADDITIONAL NEEDS / SEN POLICY

We provide an environment where all children are supported to reach their full potential. We have regard for the Special Educational Needs and Disability Code of Practice 2014. We support and involve parents and children with **Additional Needs and** Special Educational needs, actively listening to and acting on their wishes and concerns.

Our qualified and experienced staff ensure that early identification is made of any child where we have developmental concerns, that information is shared appropriately with parents and external professionals so that children's specific needs can be met through a range of SEN strategies. We work in partnership with parents, local authorities and other agencies to ensure the best outcomes for children with SEN and their families.

Our designated SEN co-ordinators are **Terri Bown and Chloe Akbiyik**. They work closely with all other staff. The provision for children with **additional needs and** special educational needs is the responsibility of all members of the setting.

We ensure our provision is inclusive to all children with **additional needs**, diagnosed Special Educational Needs (SEN) and disabilities and review our practices and provision making adjustments where necessary so all can participate successfully in the services and curriculum on offer.

We ensure that our physical environment is as far as possible suitable for children with disabilities - we are unable to change the building, however there are no steps to enter, and entrances are wide enough for wheelchairs. There is a lift to the upper floor. **We provide suitable resources, we have put together sensory boxes, we have bubble tubes, sensory lights, lava lamps and other toys suitable for sensory needs. We would also be able to allocate a buddy,** or an additional member of staff where possible to implement our SEN/disability policy.

We liaise with other professionals involved with children with SEN/disabilities, using their expertise to ensure we are doing our best for the child including transition to other settings/schools. We obtain parental consent before involving professionals unless there is an overriding safeguarding issue.

We use the graduated response system for identifying, assessing and responding to children's **additional** or special educational needs. We ensure that parents are kept involved at all stages of the assessment: **one** planning, provision and review of their children's education, and are also able to provide parents and families with information on sources of independent advice and support. We ensure the children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account the levels of ability.

We provide a broad and balanced curriculum for all children with **additional** SEN/disabilities and it is differentiated to meet individual needs and abilities. We use a system of planning, implementing, monitoring, evaluating, and reviewing action plans for children with SEN/disabilities. We raise awareness of any special services we can offer **and do have members of staff trained in areas like Makaton**. We ensure the effectiveness of our **additional needs/SEN/disability** provision by collecting information from a range of sources. These are one plan reviews, staff and management meetings, parents and external agencies reviews, inspections and complaints. This information is collated, evaluated and reviewed annually.

This policy was reviewed, updated and agreed at a meeting of nursery committee held on 05/02/23 -

Signed
Manager

Committee Member