



Tel. 07876 260780

Session times only

info@mvns.co.uk

www.mvns.co.uk

Milland Memorial Hall
Iping Road
MILLAND
Nr. Liphook
West Sussex
GU30 7NA

2. Special Educational Needs Policy

Children have special education needs if they have a learning difficulty, which calls for special educational provision to be made for them.

This special educational needs (SEN) policy details how we will do our best to ensure that the necessary provision is made for any child who has special educational needs and those needs are made known to all who are likely to teach them. The nursery will use its best endeavours to ensure that early years practitioners are able to identify and provide for those children who have special educational needs allowing them to join in the activities of the setting, together with children who do not have special educational needs. Such children may need 'additional' or 'different' help from that given to other children of the same age. The Early Years Foundation Stage is our starting point for planning.

The setting will have regard to the Special Educational Needs Code of practice when carrying out its duties towards all children with special educational needs and ensure that parents are notified and involved in all decisions. Partnership with parents plays a key role in enabling children with SEN to achieve their potential. This setting recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEN will be treated as partners and supported to play an active and valued role in their children's education.

Children may have Special Educational Needs either throughout or at any time during their nursery development. The nursery ensures that the curriculum, planning and assessment for children with SEN takes account of the type and extent of the difficulty experienced by the child.

The Special Needs Coordinator (SENCO) is Caroline Kosinski

2.1 Special Educational Needs Policy: Our Aims

- To create an environment that meets the Special Educational Needs of each child.
- To ensure that the Special Educational Needs of children are identified, assessed and provided for.
- To make clear expectations of all partners in the process



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- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs.
- To enable all children to have full access to all elements of the nursery's curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that our children have a voice in this process

2.2 Special Education Needs Policy: Educational Inclusion

We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community.

Staff responds to children with Special Educational Needs by: Providing support for children who need help with communication, language and literacy.

Planning to develop children's understanding through the use of all their available senses and experiences.

Planning for children's full participation in learning, and in physical and practical activities. Helping children to manage their behaviour and to take part in learning effectively and safely.

Helping children to manage their emotions - particularly trauma and/or stress and to take part in learning.

2.3 Special Education Needs Policy: Assessment

Common Assessment Framework (CAF):

The CAF is a shared assessment and planning framework for use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote coordinated service provision to meet them. The CAF is aimed at children and young people with additional needs who have needs that are not being met by their current service provision.



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All our children are assessed when they join our nursery, so that we can build upon their prior learning. This is done in a 2 year check format and a 'settling in format'. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Coordinator (SENCO), the child's key person will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices. The key person will keep parents informed and draw upon them for additional information. If the SENCO, key person and parents feel that the child would benefit from further support, the SENCO will then take the lead in further assessments of the child's needs.

If assessments identify that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the nursery by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the nursery. External support services will provide information for the child's assessment. The new strategies within the assessment will, wherever possible, be implemented in the nursery.

If the child continues to demonstrate significant cause for concern, a request for an Education, Health and Care (EHC) plan will be made to the LEA. The SENCO will start procedures. A range of written evidence about the child will support the request.

2.3 Special Education Needs Policy: Monitoring and Evaluation

The SENCO monitors the movement of children within the Special Educational Needs system in the nursery. The SENCO provides the staff with regular summaries of the impact of the policy on the practice of the nursery. The SENCO draws up an EHC plan for children. The SENCO and managers hold regular meetings to review the work of the nursery in this area.

The SENCO monitors the progress of children with Special Educational Needs termly and discusses findings with all staff and parents.