

## **Special educational needs/disability policy**

EYFS: 31.6, 1.7, 2.3, 2.5, 3.20, 3.27, 3.28, 3.67, 3.73

### **Statement of intent**

We provide an environment in which all children are supported to reach their full potential.


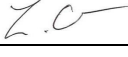
### **Aims**

- We have regard for the DFES Special Educational Needs Code of Practice.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

### **Methods**

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.
- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- If a child will not benefit enough from her/his nursery session on her/his own, we can provide a Key Worker, either one-to-one or shared with another child, for the whole session if necessary. The Key Worker is part-funded by North East Essex Education Dept. SENCAN (special educational needs and children with additional needs) as soon as possible.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (I.E.P.S) for children with SEN/disabilities.

- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialist help the setting has to offer, e.g. Makaton signing etc. We use the inclusion development programme (IDP) as a tool to assess children's needs. This year (2009) has focused speech language and communication The forthcoming year will be focussing on Autism
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Re-adopted on	Signed for on behalf of the nursery	Review date
31 <sup>st</sup> January 2017		31 <sup>st</sup> January 2018
31 <sup>st</sup> January 2018		31 <sup>st</sup> January 2019