



SEND Policy

At Nature Box we are committed to meeting the individual needs of all children, including children with special educational needs, disabilities and higher achieving children, to ensure they make progress and fulfil their potential. The forest school approach naturally allows children to learn at their own pace, and celebrates each child's unique abilities and traits, as well as empathy and support between individuals in the group. Our approach towards SEN incorporate these principals.

Legal Framework

Children and families Act 2014

Equality Act 2010

Statutory Framework for the Early Years Foundation Stage 2017

Special Educational Needs and Disability Regulations 2014

Special Educational Needs and Disability Code of Practice: 0 to 25 years 1.

At Nature Box we will:

- ensure the special educational needs of each child are identified, assessed, provided for and reviewed regularly;
- create an inclusive environment that meets the special educational needs of each child, including specialist resources and equipment as appropriate;
- ensure all children have access to an appropriately differentiated curriculum that promotes high standards of attainment, achievement and enjoyment;
- recognise, value and celebrate children's achievements;
- listen and respond to the child's voice, including their interests, learning styles, motivations, responses and behaviours;
- work in partnership with parents and carers in supporting their child's education;
- identify the roles and responsibilities of staff in providing for children's special educational needs and provide training as necessary;
- work in partnership with the LEA and outside agencies who provide specialist support and teaching for children with special educational needs;
- ensure induction and transition procedures are in place to ensure all relevant information is shared as appropriate.

Roles and Responsibilities

The name of our Special Educational Needs Co-ordinators (SENCO) is: Anna King

The SENCO will:

- work positively with all members of Nature Box to promote inclusion;
- ensure appropriate procedures are in place, working with, and including children with SEN and disabilities;
- contact SEN services at an early stage for informal advice and support;
- liaise with staff and external agencies to ensure planning and assessment is differentiated to reflect the needs of children with SEN and disabilities;
- keep staff updated regarding the needs of the children with SEN or disabilities;
- offer advice and support to staff, particularly key workers, to observe and identify children's strengths and areas for further development, then to develop meaningful "next steps" and provide appropriate strategies through targeted learning plans (TLP's);
- liaise closely with parents - offering advice and sharing strategies to promote a consistent approach.
 - Complete a Common Assessment Framework (CAF) and organise Team around the Family (TAF) meetings, as appropriate;
- co-ordinate external specialist provision and contribute to assessments and reviews;
- co-ordinate induction and transition procedures to ensure all relevant information is shared as appropriate to ensure a smooth transition for children with SEN and disabilities between settings;
- work closely with the Manager and staff to make sure SEND policy and Inclusion policies are adhered to;

Staffing and training

Nature box sessions generally have a greater ratio of staff to children than the minimum requirement. If there is a need for an increase in staff due to issues surrounding inclusion, we will endeavour to provide enough staff to meet children's needs.

The SENCO will co-ordinate in-house training tailored towards meeting the needs of the children using our service. Other training will be organised to ensure staff are equipped to meet the needs of children in our care

Admissions

The admissions process is the beginning of a partnership between Nature Box and parents. At Nature box the staff are committed to meeting the needs of all children and promoting the culture and ethos of inclusion. Parents are requested to inform us of any special educational needs, medical conditions, allergies or any other concerns they may have on our registration form.

The SENCO will speak with parents and agree on any adaptations to provision that need to be put in place to support each child, such as, a differentiated curriculum or specialist resources.

When a child starts

The parent and the key worker will jointly decide on the best way to help the child to settle into the setting. Parents will be welcome and supported into sessions for as long as it takes to settle their child

Planning and Achievements

The strengths and successes of all children will be recognised and celebrated, allowing all children to build a positive self-image. High quality planning will ensure that the activities and experiences offered within are of an inclusive that build on the needs and strengths of all the children.

All staff have collective responsibility for the planning, organisation and provision of appropriate care and education for children with individual and special needs. Staff are expected to show a positive and sensitive attitude to children and families at all times.

Partnership with Parents and Carers

Partnership with parents and carers plays a key role in enabling children with SEN to achieve their potential. Our staff recognise that parents hold key information, knowledge and experience which will help define their child's needs and the best way of supporting them. It is therefore our aim to value and support parents and carers of children with special educational needs at every stage.

Outside agencies

Due to the sessional nature of our groups, we may not be the most appropriate setting to take the lead on multi agency teams. However we will always contribute and take on board advice from other agencies. Additional support from specialists, such as Speech and Language, Autism Team, 0-5 SEND etc will be called upon when required.