



Special Educational Needs Policy and Procedure.

STATEMENT OF INTENT

Orchard Day Nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

Orchard Day Nursery believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

Orchard Day Nursery is committed to working alongside parents in the provision for their child's individual needs, to enable us to help the child to develop to their full potential. The nursery is committed to work with any child who has a specific need or disability to enable the child to make full use of the nursery's facilities. All children with special needs have a right to a broad and well-balanced education.

All children deserve the opportunity to:

- Achieve their full potential along side other children in an educational and caring environment
- To feel valued and have a sense of self worth
- To be provided with access to the curriculum
- Expect and receive equal treatment
- Be treated as an individual

We feel it is paramount to find out as much as possible about a particular child's condition and the way that affects his/her educational or care needs by:

- liaising with the child's parents
- liaising with any professional agencies
- reading any reports that have been prepared
- attending any review meetings with the local authority
- regularly monitoring observations carried out on the child's development.

All children will be given a full settling in period when joining the nursery according to their needs.

AIMS

Through our policies and practice we aim to promote inclusion, in the widest possible sense:

- We aim to offer support according to the differing strengths and needs of individual children and their families.
- Recognise each child's individual needs and ensure all staff are aware of and have regard for the Special Educational Needs Code of Practice on identification and assessment of any needs not being met by the universal service provided by the nursery.
- Include all children in our provision.
- Provide practitioners to help support parents and children with learning difficulties and/or disabilities.
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a special needs co-ordinator (SENCO) who is experienced in the

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care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice.

- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies.
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required.
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed.
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities.
- Promote positive images and role models during play experiences of those with additional needs wherever possible.
- Celebrate diversity in all aspects of play and learning.

We are committed to the earliest possible identification, assessment and support for children with Special Educational Needs.

METHODS

- Designate a member of staff to be Special Educational Needs Co-ordinator (SENCO)* and give his/her name to parents. (* See Appendix i)
- Ensure that the SENCO is kept up to date with legislative changes, training and is aware of changes to the SEND Code of practice (2014)
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities.
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of the nursery.
- Ensure that our inclusive admissions practice includes equality of access and opportunity.
- Ensure that our physical environment is as far as possible, suitable for children with disabilities.
- Work closely with parents of children with learning difficulties and/or disabilities to create and maintain a positive partnership.
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- Provide parents 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 continuity of care and information exchange.
- Use the graduated response system for identifying, assessing and responding to children's special educational needs.
- Provide a broad and balanced curriculum for all children with learning difficulties and/or disabilities.
- Provide differentiated activities to meet all individual needs and abilities.
- Ensure that each child's online learning journal (tapestry) is kept up to date and any gaps in progress have been identified, ensuring each child's next steps is relevant and appropriate.

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- 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 each term and hold review meetings with parents at this time.
- Ensure that children with learning difficulties and/or disabilities appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities.
- Provide resources (human and financial) to implement our SEND/disability policy.
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided.
- Use a CAF (common assessment framework) where needed.
- Where required, complete an EHC plan alongside other appropriate professionals and the child's parent.
- Provide in-service training for practitioners and volunteers.
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- Ensure the effectiveness of our SEND/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.
- Provide a complaints procedure.
- Monitor and review our policy annually.

Orchard Day Nursery has a philosophy of working together in 'Partnership with parents'. We also aim to work collaboratively with other agencies, for example Health Visitors, Social Services, Voluntary Agencies and Schools.

Orchard Day Nursery also works in partnership with the Local Education Authority and Dorset Early Years and Childcare Service.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY CODE OF PRACTICE

It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that our nursery should adopt a graduated approach to assessment through Early Years Action and Early Years Action Plus. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will identify any child with special educational needs. Our nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

THE SENCO'S DUTIES ARE AS FOLLOWS:

If the SENCO is different from the main practitioner e.g. the child's key worker the parents MUST have a positive and active role with him or her as well.

- Liaising with parents and recording comments

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- Recording views of colleagues
- Work closely with the child's parents and key person to record observations through tapestry.
- Making written observations
- Complete a CAF (Common Assessment Framework) if appropriate
- Making Individual Educational Plans (I.E.P's)
- Reviewing records
- Using reports and liaising with visiting professionals or others involved (with parents consent.)

DUTIES OF THE REGISTERED PERSON ARE AS FOLLOWS:

- To make sure that the building is accessible to all children, staff and parents
- To support the SENCo in their duties.

ARRANGEMENTS FOR THE ADMISSION AND INTERGRATION OF CHILDREN WITH SPECIAL NEEDS:

(See Admissions Policy)

When enquiries are made about a place for a child in our nursery, and that child already has identified special needs, every effort will be made to ensure that child is offered a place, in accordance with this policy's stated aims. That is, working closely with parents, and in consultation with other agencies, prior to admission.

The individual needs of all children will be considered fully.

The nursery will be flexible in its settling-in procedures to allow for individual needs.

LOCAL OFFER

Orchard Day Nursery will liaise closely with the local authority to ensure that it provides up to date and accurate information regarding the premises, accessibility and provision.

DEVELOPING A POSITIVE PARTERSHIP WITH PARENTS:

Orchard Day Nursery will make every effort to ensure effective partnership with all parents. We will also encourage participation of parents in the development of this policy and in all aspects of provision for their children.

Orchard Day Nursery considers parents the 'experts' on their children, and will actively seek the exchange of information, both verbal and written. We will always find time to meet regularly and talk with parents. We will be flexible, according to individual needs, and we will ensure that a quiet and private meeting place is available when needed.

All discussions with parents will be treated with the strictest confidentiality. (See Confidentiality Policy)

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PARENTS HAVE THE RIGHT TO:

Be kept informed and supported, so that they can be actively involved in their child's care and education, and can make informed decisions and choices

Parents also have the right to:

- Empowerment
- Entitlement
- Partnership
- Access

FACILITIES AND STAFFING:

The nursery is purpose built on ground level, so there are no difficulties with access to the premises.

There is a ramp up to all doors accessing the building.

We have a disabled toilet.

We also have an outside play area, which is enclosed and safe.

Our child /staff ratio is	Pips	3 months - 2 years	1:3
	Blossoms	2 - 3 years	1:4
	Red Apples/Green Apples	3 - 5 years	1:8
	Explorers	4 - 9 years	1:8

Provision for children with Special Educational Needs is a matter for everyone in the setting. All staff will be aware of the individual needs of children, to enable consistency and continuity of care. The nursery also has a Sensory Garden to help develop the senses of all children, especially those with special needs.

CURRICULUM AND THE LEARNING ENVIRONMENT:

Orchard Day Nursery will provide relevant learning and development opportunities and set realistic and challenging expectations for all the children.

All children identified as having special educational needs will be able to access all the experiences and activities offered, with support as required according to the individual needs. Some children will need to have activities broken down into smaller steps whilst others may require further challenge. Some children will need more individual support to access the full curriculum. We will do our best to support all children according to their individual needs. Our emphasis is always on success, achievement, celebration and positive encouragement.

Staff working closely with children will know them and are therefore in a position to notice changes or to identify if a child may have a special need. The staff will inform the SENCo of any of the following:

- Challenging behaviour
- Any gaps in progress identified through tapestry.
- Any concerns raised by the child's parents
- Physical Disabilities

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- Children that will not participate
- Inappropriate or obsessive behaviour
- Speech or language difficulties

Changes and adaptations to the learning environment will be carried out sensitively, to ensure safety and the fullest possible mobility of all children. The acoustics of the nursery will be monitored in the event of a child having a hearing impairment.

Risk assessments will be carried out regularly, with the individual needs of all children in mind. (See Health and Safety Policy)

Orchard Day Nursery aims to encourage learning, confidence and independence, through flexible and varied use of the environment.

STAGED APPROACH PROCEDURES:

If a child is suspected of having a special educational need this will first be reported to the SENCo. (Confidentiality will be adhered to at all times.)

The code of practice for children with Special Educational Needs and Disability involves stages that include.

- Planning provision for the child
- Monitoring the child's progress
- Re-planning in the light of this progress.

EARLY YEARS ACTION (EYA)

The child is identified with special educational needs. The SENCO, working alongside colleagues and parents, will assess and record the child's needs and provide an individual education plan providing future support. This plan will be continually under review in consultation with the child and his/her parent/guardian.

EARLY YEARS ACTION PLUS (EYA+)

This is characterised by the involvement of external support services, usually requested by the SENCO and colleagues in consultation with the child's parents. If the help given through Early Years Action Plus is not sufficient to enable the child to progress satisfactorily, it may be necessary for the setting, in consultation with the parents and any external agencies already involved, to request a statutory assessment towards a statement of special educational needs.

STATUTORY ASSESSMENT PROCESS.

The Local Educational Authority considers the need for a statutory assessment and if appropriate, makes a multi-disciplinary assessment.

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The LEA considers the need for a statement of Special Educational Needs and if appropriate, makes a statement and arranges, monitors and reviews provision.

LINKS WITH SUPPORT SERVICES AND OTHER AGENCIES:

Orchard Day Nursery believes that working closely with outside agencies is beneficial for all our children. The full consent of parents will be sought before anyone outside the setting is consulted. The nursery also has close links with the local schools. When it is almost time for the children to transfer to school, information about individual needs can be especially valuable. Parents are fully consulted and asked to participate in the transfer of information to schools.

COMMON ASSESSMENT FRAMEWORK (CAF)

At Orchard Day Nursery we use the Common Assessment Framework (CAF) as a key part of delivering integrated services around the needs of children. The CAF enables us to use a standardised approach to conduct an assessment of a child's additional needs and decide how those needs should be met. We complete a holistic assessment of a child's needs and strengths and involve parents and agencies as appropriate. We will then work together to agree what support is needed. The lead professional responsible for each case will be assigned and the families will be fully informed at all stages. Parental involvement is essential to ensuring the welfare of the child.

Having a Holistic approach

Having an holistic approach means having an understanding of a child within the context of the child's family (parents or caregivers and the wider family) and of the educational setting, community and culture in which he or she is growing up. The interaction between the developmental needs of children, the capacities of parents or caregivers to respond appropriately to those needs and the impact of wider family and environmental factors on children and on parenting capacity requires careful exploration during an assessment. The ultimate aim is to understand the child's developmental needs within the context of the family and to provide appropriate services which respond to those needs. The analysis of the child's situation will inform planning and action in order to secure the best outcomes for the child, and will inform the subsequent review of the effectiveness of actions taken and services provided.

COMPLAINTS:

Please see our complaints procedure for parents/carers and staff regarding Special Educational Needs.

ORCHARD DAY NURSERY WORKS IN ACCORDANCE WITH THE SEN CODE OF PRACTICE AND THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT 2001 (THIS AMENDS THE DISABILITY DISCRIMINATION ACT 1995)

ORCHARD EXPLORERS

It is the duty of the school to carry out statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that the child's school should

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adopt a graduated approach to assessment through Action and Action Plus (continuation of EYA and EYA+). Good practice of working together, and the observation and monitoring of children's individual progress, will identify any child with special educational needs. Orchard Explorers has identified a member of staff as a SENCO who will work alongside the child's school and parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

POLICY STATEMENT

Orchard Day Nursery undertakes to ensure that all aspects of the nursery policies and procedures are kept under review and that they operate in a non-discriminatory manner.

All nursery policies and procedures are written in accordance with the Early Years Foundation Stage (EYFS) Statutory Framework, Themes and Commitments. Whilst individual policies link directly to the EYFS all policies and procedures interlink with all areas of the EYFS. The Learning and Development theme runs throughout all of our practices due to our Learning through Play ethos.

The management will ensure that any changes to this policy will be communicated to all employees.

The management will ensure that all staff, parents, carers, voluntary workers and others are fully aware of the channels through which they lodge complaints and appeals on all matters.

We also will endeavour to ensure that all staff practices remain in line with the current best practice.

Original copy written:	July 2005
Date of review:	January 2016 Changes made <input checked="" type="checkbox"/> Y/N
Reviewed and updated by:	<i>A. Clayton</i>
Checked and agreed by:	<i>D. Appleby</i>
Date of next review:	February 2017

Appendix i

The Special Education Needs Coordinator (SEN) is Angela Clayton. She works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special needs policy of the nursery, always making sure plans and records are shared with parents.

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The Supporting SEN is: Emma Griffith (based with the 0 - 2 year olds);