



Special Educational Needs Policy for Little Stars Day Nursery

Change Control

Version:	V1
New or Replacement:	New
Approved by:	
Date approved:	October 2012
Name of author:	Nursery Manager
Name of responsible committee:	
Name of Corporation committee:	
Date issued:	October 2022
Review date:	October 2024
Document Reference:	

Revision History

Version	Type	Date	History
V1	New	October 2012	New
		February 2014	Updated
		March 2015	Updated
		May 2015	Updated
		June 2016	Reviewed
		September 2017	Reviewed
		September 2018	Reviewed
		September 2019	Slight amendments
		September 2020	Reviewed
		September 2021	Updated
		October 2022	Reviewed

Special Educational Needs Policy

Little Stars Day Nursery is committed to making our setting inclusive and accessible to all children and to making sure that children are able to reach their full potential through positive experiences. All children have the right to access the Early Years Foundation Stage and all staff have a duty to meet the needs of all individual children through a positive and welcoming environment.

Definition of children with Special Educational Needs (SEN):

“A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them”.

A child has a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children of the same age,

Or

Have a disability, which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority,

Or

Are under five and fall within either of the two definitions above or would do if special educational provision was not made for that child. (Education Act 1996).

Special education needs 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/carers and the observation and monitoring of children’s individual progress, will help 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.

Early Years Action

The child is identified with special education needs. The SENCO, working alongside colleagues and parents/carers, will assess and record the child’s needs and provide a My Support Plan providing future support. This plan will be continually under review in consultation with the child and their parents/carers.

Early Years Action Plus

Is characterised by the involvement of external support services, usually requested by the SENCO and colleagues in consultation with the child's parents/carers. 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 nursery, in consultation with the parents and any external agencies already involved, to request a statutory assessment towards a statement of special educational needs.

Little Stars Day Nursery will ensure that:

- *The environment is suitable for disabled children and those with SEN;*
 - *Staffing arrangements meet the needs of individual children;*
- *Our written policy is available to parents and is consistent with current legislation;*
- *Children with special educational needs and disabilities have equality of access to facilities, activities and opportunities;*

We aim to foster an environment where all children are:

- *Put first,*
 - *Fully accepted and involved in all activities,*
- *Encouraged and enabled to be as independent as possible,*
 - *Respected when care is of a private nature,*

We will meet the individual needs of all children and in order to meet the needs of all children, including those with SEN, we consider the following issues:

- *Access – The nursery is on one level with wide door access and disabled toileting facilities.*
 - *Activities - planning and differentiating this*
- *Staffing levels - making sure these are adequate to meet a child's needs*
- *Training of staff – Training will be provided for staff to ensure they are always up to date.*
- *Resources and equipment – We will make sure that appropriate resources and equipment are used to support children.*
- *Challenging stereotypes and promoting positive attitudes amongst all children and staff*
 - *Individual programmes, monitoring of progress and record keeping*

Working in conjunction with parents and carers:

Little Stars is committed to working alongside parents/carers to meet children's individual needs to enable them to develop to their full potential. The nursery is committed to working with any child who has a specific need and/or disability and for making reasonable adjustments to enable them to make use of all the facilities at Little Stars. All children have access to the curriculum we deliver and the right to a broad and stimulating early learning environment.

Prior to a child's first session at Little Stars we feel that their enrolment period is an ideal time to get to know their individual learning needs, what they can do and where we can support them, particularly if they have a Special educational need and/or disability.

All children have the opportunity to have a 2 hour, free of charge, settling in session. During this session will be a time for the Key person to introduce themselves to the child and their parents/carers and spend time with them getting to know the child and family. If it is felt that the child needs a longer period of time settling in the nursery will accommodate this to suit the child's needs. As part of this session parents/carers will be asked to fill out documents to support their child's development including what they know and can do, what they feel they need support with and what their individual interests are so that the child's key person and practitioners in their room can use this to ensure they have access to a provision that is going to be stimulating for the child and builds on previous experiences and what they know and can do.

Parents/carers are constantly informed of their child's learning and development either through general discussion during drop-off and pick-up, Tapestry observations or parent's evenings. Parents/carers are encouraged to ask any questions they may have regarding their child's development whenever they feel necessary to do so and we encourage feedback from parents/carers to enable us to use this within the setting to improve our practice.

Aims

We will:

- 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 and families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities
- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn quicker, e.g. 'gifted and talented' children are also supported
 - Work in partnership with parents/carers and other agencies in order to meet individual children's needs including the Local Authority and seek advice, support and training where it is required
- Monitor and review our practice and provision and, if necessary, make adjustments and acquire specialist equipment and services if there is a need
- Treat all children equally and encourage them to take part in all aspects of day today nursery life, still ensuring their individual needs are being adhered to and supported.
- Ensure staff are acting as positive role models to children at all times and creating new and exiting experiences for them through play

Methods

We will:

- Have a designated member of staff to be the Special Education Needs Co-ordinator (SENCO) and ensure staff and parents/carers are aware of who these are.
- Ensure that the provision for children with learning disabilities and/or difficulties is the responsibility of all members of staff in the nursery
 - Ensure that our physical environment is as suitable as possible for children and adults with disabilities
 - Work closely with parents/carers to ensure a positive relationship is formed and maintained to support the child
 - Ensure that parents/carers are informed at all stages of the assessment, planning and review of their child's education
 - Provide parents with information on sources of independent advice and support
 - Liaise with other professionals involved with the child and their families including transitioning to other settings and schools
 - Use the graduated response system for identifying, assessing and responding to children's special educational needs
 - Provide differentiated activities for all children's individual needs
- Use a system which plans, implements, monitors and evaluates specific strategies for children's individual learning needs on a My Support Plan alongside parents and considering their views at all times.
- Review My Support Plans and hold these meeting with parents and update them on any new strategies that have been put in place
- Refer children to outside agencies if we feel they require more support than we're able to provide them with and continuously work alongside these agencies and parents/carers
 - Monitor and review our policy annually

The role of the Special Educational Needs Co-ordinators (SENCOs):

- The named SENCOs for the setting are Amy Stephens and Courtney Muckle.
- They are responsible for monitoring the needs and progress of children with SEN.
- They will ensure that liaison takes place with parents/carers and with appropriate professionals as well as ensuring that the setting is up to date with current legislation and practice.
- They will work alongside practitioners, parents and carers to ensure the child is being given all the support that is required and if they need referring further this is completed within a timely manner
- They will ensure that staff members are aware of the policy and procedure if they have a concern about a child

- They will attend appropriate training and sharing this with the staff group; Amy or Courtney will attend all local network meetings to ensure they are up to date on current issues, support and advice.

Early Identification

If a child hasn't already been identified as needing additional support before they start with us at Little Stars, the following process is what we follow

- We have devised an 'Early Intervention File' which contains children who are of a concern as they aren't 'on track' with our curriculum.
- Evidence such as observations and home-link sheets are gathered from practitioners to build a picture of the child's individual needs.
- An in-house My Support Plan is devised between the SENCOs, child's key person and parents/carers with strategies to meet the individual child's learning needs. These plans are reviewed in a timely manner and either adapted and extended or arrangements are made with outside agencies with parents' permission
- In our 'Early Intervention' file all updates are recorded. I.E, updates on children's development, conversations with parent's/carers, conversations with outside agencies, my support plans and permissions from parent's/carers.

The idea of the Early Intervention file is that the SENCO's and key workers can work together alongside parent's/carers 'in-house' to support the child and hopefully put strategies in place in order to enhance their learning before involving outside agencies.