



First Steps Children's Nursery & Forest School

Special Educational Needs and Disabilities Policy

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 and Disability Code of Practice 0-25years- April 2014.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs and/or disabilities (SEND).
- We identify the specific needs of children with SEND and meet those needs through a range of strategies, using a Graduated Approach.
- We work in partnership with parents and other agencies, including those from education, health and social care to meet individual children's needs.

We monitor and review our practice and provision of the four broad areas identified within the COP 2014. These are 'communication and interaction', 'cognition and learning', 'social, emotional and mental health difficulties' and 'sensory/physical needs'.

The Role of the SENDCO

- For each of our nurseries, we designate a member of staff to be a Special Educational Needs and Disability Coordinator (SENDCO) and give his/her name to parents. These designated members of staff have received advice and support through the Early Years Development and Childcare Partnership from an Area SENDCO.

The role of the SENDCO involves;

- ensuring all practitioners in the setting understand their responsibilities to any child identified with SEND
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- liaising with professionals beyond the setting



Identifying Need

- We continually monitor the progress of children in our setting throughout the Early Years Foundation Stage and provide written assessments in collaboration with parents and health visitors as part of the Integrated Review at two years of age.
- The Integrated Review will;
 - Identify the child's progress, strengths and needs at this age in order to promote positive outcomes in Health and Wellbeing, Learning and Development.
 - Enable appropriate intervention and support for children and their families whose progress is less than expected
 - Generate information which can be used to plan services, contribute to the reduction in inequalities of children's outcomes

SEND Support

- We ensure that our inclusive admissions practice demonstrates equality of access and opportunity and, in accordance with the Disability Discrimination Act 1995 our physical environment is as far as possible suitable for children with disabilities.
- If we make specialist educational provision for a child with SEND we inform their parents and adopt and make provision across the four main areas using a Graduated Approach: *assess, plan, do, review*.
- We use a system of assessing, planning, providing and reviewing using increased differentiation and SEN Support Plans for children with SEND. We ensure that children with SEND are appropriately involved at all stages of the Graduated Approach, taking into account their levels of abilities
- We keep full records of a child's development, Support Plans, delivery and progress for all children with SEND.
- We will endeavour to provide resources, human and financial in order to fulfil our SEND policy.
- We work closely with parents of a child with SEND in order to create and maintain a positive partnership. We endeavour to make sure that they are kept fully informed of their child's development at each stage of the assessment, planning and provision process.
- We will always seek to obtain parental consent before sharing information with outside agencies such as Area SENDCO's, Health Visitors or Paediatricians.



Transition

- We liaise between other professionals involved with children with SEND and their families including arranging transition to other settings or schools. We ensure that we only share information that has been previously agreed with parents as part of the transition process.
- Where we feel that despite the fact that we have taken relevant and purposeful action to identify, assess and meet the special educational needs of a child, he/she has not made expected progress, we will request an Education, Health and Care (EHC) needs assessment.
- We provide in-service training for all early years educators and volunteers and raise awareness of any specialism that the setting has to offer; for example, Makaton trained staff
- We respect confidentiality and provide parents with a copy of our complaints procedure.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. SEN Support Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually as is our SEND policy.