

Children with Additional/ Special Needs Policy

Statement of Intent

This policy outlines the aims, principals and strategies to ensure effective provision of children with additional needs within Little Friends. It provides a framework for the identification of the provision for children with Special Needs and Additional Needs and will have regard to the SEN Code of Practice (DfES 2001) and Disability Discrimination Act (1995) part 3. The SENCO, manager and parents share an inclusion and a partnership approach to provision.

Little Friends provides a service for children aged 3 months to 11 years. We provide an Early Education service for children aged 0-5 years. The nursery provides a broad range of stimulating and exciting experiences that will help children develop, learn and gain confidence – therefore maximising the potential of every child regardless of ability, race, gender or social origin, according to the national policy Every Child Matters (DfCSF 2007).

Roles & Responsibilities

Little Friends

- Ensures a continuing admissions policy.
- Premises are risk assessed daily and are accessible and welcoming to all.
- Staff will consult and collaborate with parents to discover the child's likes and dislikes, strengths and areas of special interest.

The Special Educational Needs Co-coordinator (SENCO) for the setting is Nadene Mc Evoy, who will work closely with Clare Waugh (Proprietress) in identifying and assessing the needs of individual children with whom they work. Jointly they will:

- Work in partnership with parents and will strive to ensure that an inclusive practice is maintained wherever possible through differentiating activities, equipment or the environment for use with children who have educational, additional or physical needs.
- Identify any additional training that staff may require to support children who have educational or additional needs.
- Access to regular training opportunities in line with other Early Years professionals to enable them to fulfill their roles.
- Stay informed of current practice regarding any changes or developments on the Special Educational Needs Code of Practice and the Disability Discrimination Act.
- Collaborate effectively with the Area Early Years SEN Co-coordinator and other external agencies/ services when required.
- Liaise with parents when there is a need, and oversee the records of all children with SEN
- Aim to provide access to specialist equipment when a specific need has been identified through loan schemes or resource centres.

Identification, assessment and provision for children with SEN

Little Friends will have regard to the Special Educational Needs Code of Practice and the additional guidance contained in the SEN toolkit.

The Early Years Foundation Stage Curriculum (DfCSF 2008) sets out achievements for children from birth to 5 years. Monitoring of individual children's progress is essential to ensure that they are making adequate progress, and that particular difficulties in any area of learning, whatever the cause, are identified and addressed. The nursery will;

- Provide a broad and balanced curriculum based on the Early Years Foundation Stage.
- Undertake regular observations of children and record progress.
- Plan activities and learning experiences to meet individual children's needs and learning styles.
- Use opportunities to offer children's choice and allow decision making during daily activities.
- Ensure that all adults within the setting are fully aware and consulted with planning activities and implementing the curriculum.
- Liaise with the SENCo and parents to ensure that children's records, assessments or action plans are forwarded to school or the new setting.

Early Years Action

If it is noted that a child is not making adequate progress then the staff will work in partnership with the SENCo and parents/ carers to ensure that the appropriate Record of Concern or I.E.P. (Individual Educational Plan) is formulated.

The R.O.C. or I.E.P will be reviewed a minimum of each half term, at a time to suit the key worker, parents and SENCo.

Key workers will work closely with the parents to discuss ways in which they can support their child's progress at home. Wherever practically possible the involvement and views of the child will be sought.

Early Years Action Plus

If after consultation the SENCo, key worker and parents conclude that the child may need further support to help them progress, then the SENCo will make contact with the Area Early Years SENCo or external agencies/ specialist services for support, advice or resources as appropriate to the child's needs.

Statutory Assessment/ Statement of Special Educational Needs

In some cases Early Years Action Plus will not be sufficient for them to progress satisfactorily. Parents, staff and other professionals will collaborate effectively to request that the Local Educational Authority (LEA) make a full statutory assessment of the child incorporating the use of a multi-professional team. The LEA may then agree to issue a 'Statement of Special Educational Needs' which may enable the parent access to additional support.

Working in Partnership

The SENCo will work closely with all staff. Meetings will be secured at a mutually convenient time for all parties. A sensitive approach to any identified additional needs of parents (eg. Physical disabilities or English as a second language) will be adopted to ensure that effective communication is maintained.

Confidentiality

All information, R.O.C.s, I.E.P.s and Medical Care Plans on each individual child will be kept strictly confidential within the setting and only forwarded with parental consent.

Complaints

Complaints concerning the SEN provision for an individual child should initially be made to the SENCo, Nadene Mc Evoy within 10 days. If a parent is still unsatisfied contact should be made to the proprietress, Clare Waugh or management team within 14 days.

Links to other policies

Admissions Policy

Confidentiality Policy

Anti-Bullying Policy

Equal Opportunity/ Good Relations Policy

Medical Administration Policy

Partnership with Parents Policy

Programme/ Curriculum Policy

Staff Development & Training Policy

Health & Safety Policy

Signed: _____

Date: _____