

SPECIAL EDUCATIONAL NEEDS POLICY

The Nursery aims to provide a welcoming and appropriate learning opportunity for all children.

- Children with existing special educational needs, like all other children, are admitted to the Nursery after consultation between parents and Managers.
- The designated staff members – Jo Osgood, Kayleigh Murrell and Ellie Stevenson – are the special educational needs co-ordinators, and are responsible for liaising with professionals to ensure the best possible outcomes for the child/children's developmental needs.
- If a child is identified with a special educational need after admission, staff will discuss their concerns with parents and other outside agencies as appropriate with permission. Our aim is to work closely and in conjunction with parents to achieve a consistent approach to benefit the child, with regards to the SEN code of practice.
- All children in the group, irrespective of their special needs, are, wherever possible and appropriately to participate in group activities and given individual assistance to do so when necessary.
- All children with special educational needs will have an individual education plan (IEP), set in conjunction with parents and outside agencies if they are involved.
- When appropriate we can initiate and follow through with Education and Health Care Plan (EHCPs) working closely with parents and outside agencies.
- The needs and progress of children with special educational needs are monitored by our team who work in conjunction with the local inclusion coordinators.
- Our key worker system ensures that each adult is especially responsible for, and works closely with a limited number of children so that each child receives plenty of adult time and attention.

- We ensure that our physical environment is, as far as possible, suitable for children with special educational needs and disabilities.
- We provide parents with information on sources of independent advice and support.
- We work closely with the parents of all the children in the group to ensure that:
 - The staff draws upon the knowledge and expertise of the parents in planning provision for the child.
 - The child's progress and achievements are shared and discussed with the parents on a regular basis.
 - Parents know the identity of the staff members with responsibility for special educational needs identification and support.
 - Parents are aware of the arrangements for the admission and integration of the children with special educational needs.
- If it is felt that a child's individual needs cannot be met in the Nursery without additional personnel and/or equipment, professionals may be sought to ensure that the provision is appropriate to the child's needs and for extra advice and support.
- We will liaise with the relevant professionals and agencies outside the Nursery to ensure we meet the child/children's specific needs, including supporting in depth transitions to school and other settings, including Transition Partnership Agreements (TPAs)
- Staff attend training on special educational needs through professional bodies and LA.

Reviewed:	May 2021
Updated	July 2022
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