



Special Education Needs and Disability Policy

Aims

The aims of our special educational need and disability policy and practice in this nursery are:

- ★ To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- ★ To ensure that children and young people with SEN engage in the activities of the nursery alongside pupils who do not have SEN.
- ★ To use our best endeavours to secure special educational provision for children for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need: 1. Communication and interaction, 2. Cognition and learning, 3. Social, mental and emotional health, 4. Sensory/physical.
- ★ To request, monitor and respond to parent/carers’ and children’s views in order to evidence high levels of confidence and partnership.
- ★ To ensure a high level of staff expertise to meet children’s need, through well-targeted continuing professional development.
- ★ To support children with medical conditions to achieve full inclusion in nursery activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- ★ To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEN) or a disability?

At our nursery we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long- term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

If a child’s progress rates are assessed to cause concern in relation to their age related expectations, despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a child. This will only be undertaken after parent permission has been obtained and may include referral to:

- ★ Special Educational Needs Support Service
- ★ Specific Learning Difficulties Service
- ★ Autism and Sensory Outreach Team

- ★ Sensory Impairment team

In addition, we may involve external agencies as appropriate including health and social services, community and voluntary organisations e.g. Targeted Family Support and Children's Centres for advice on meeting the needs of pupils with SEND and in further supporting their families.

How will the curriculum be matched to each child's needs?

- ★ Staff plan using child assessment records, differentiating tasks to ensure progress for every child in the setting.
- ★ When a child has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the staff to reduce barriers to learning and enable them to access the curriculum more easily.
- ★ These adaptations may include strategies suggested by the SENCo and/or external specialists.
- ★ In addition if it is considered appropriate, the child may be provided with specialised equipment eg 'Movin' Sit' cushions. All actions taken will be recorded and shared with parents.

Training on the new SEND Code of Practice.

Staff will attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team (Drumbeat) service, Occupational Therapy and speech and language service.

This policy was reviewed on: 13.05.19

Date of next review: 13.05.20