

Special Educational Needs and Disability Policy

At Blackshaw Nursery we aim to support children with special educational needs and disability by providing an environment in which all children are supported to reach their full potential.

Children must not be regarded as having a learning difficulty solely because the language in their home is different from the language in which they will be taught.

We ensure provision is inclusive for all children with SEND.

Each child regardless of whether they have SEND has a keyworker .

All parents will be supported during their time at Blackshaw Nursery and we will work in partnership with them and other agencies who are supporting and aiding in the child's individual needs.

We will monitor and review our policy, practice and provision and make adjustments if necessary.

We comply with the statutory framework for the Early Years Foundation Stage, The Equality Act and Send 2014.

We have a designated SENCO who is our deputy manager Jemma Piper and a deputy SENCO who is our Childcare Co-ordinator Gladys Kernick.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of the children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the LEA

- c) Are under the compulsory school age and fall within the definition of (a) or(b) or would do so if special educational provision was not made for them.

Admission arrangements

Application forms will be sent to anyone who requests one. Admission arrangements for children with SEND are no different to any other child entering the setting. Every effort will be made to meet the individual need of the child.

No child will be treated less favourably because of SEND.

The usual settling in period of week may be extended depending on the level of SEND or if the parent/carer requests it.

Identification and assessment

- Ongoing observational assessment are made of all the children and are linked to the Early Years Foundation Stage.
- On starting all parents fill out a developmental starting point form so any extra information can be added to this or on the admission form.
- We undertake a 2 year progress check which provides the parents/carers with a short summary of their child's development in the 3 prime areas.
- Each child has a keyworker who works with the child and the family and may identify a possible individual need.

Supporting a child with SEND

Our SENCO will work with all our staff to ensure extra provision is relevant and appropriate.

We use the 'graduated approach system' for identifying, assessing and responding to children with SEND. This means using a step by step response through the various levels of intervention which are a discussion of concern, SEN support and an Educational Health Care Plan.

The keyperson will oversee the SEND support targets. These will be reviewed by the parent, keyworker and the SENCO if required.

Extra support from outside agencies will be accessed if needed.

All About Me and the child's profile are available for the parents/carers to view whenever they wish.

Training will be sought for staff working with the child with SEND if required.

The SENCO will attend mandatory training.

All documentation will be confidential.

The curriculum is planned and differentiated to meet the needs of the individual child.

Facilities and the environment

We will explain the limitations of the building and make changes or adapt our facilities where possible.

Food provision is not an issue as all meals are prepared and cooked on site and can be adapted to a child's individual need.

Transition

All information will be passed on internally to the child's new keyworker as they progress through the setting. A settling in period will be done by the child's new keyworker prior to them moving to a new room. This is usually the week prior to the move, but the child can usually familiarise themselves at least a month before.

For a move to new setting all paperwork will be given to the parent/carer to pass on. The new setting will be able to have a meeting with SENCO and or the keyworker about the child's progress and development if they so wish or it is part of an EHC. This will only be done with the parents consent.

Further information

The keyworker and SENCO will be available to support the parent/carer throughout their time at the setting.

Any extra resources will be sourced from the local learning resource centre or where possible so the children can participate in the activities.

We also have the support of the local authority early years advisor.

Complaints Procedure

1. Should there be any complaints, they should initially be discussed with the child's keyworker. If the matter is not resolved or a sufficient explanation is not acceptable the parent or keyworker can refer to the next stage.
2. If stage 1 is not sufficient, the matter will be dealt with by the Childcare Co-ordinator, the deputy Childcare Co-ordinator or SENCO. If possible the complaint should be given in writing. An investigation of the complaint will be undertaken within 5 days of receiving notification or as soon as reasonably possible. Every effort will be made to resolve the issue or come to an amicable agreement in settling the issue at this stage. The conclusion will be confirmed writing within 10 working days of the decision taking place. If the matter is not resolved, or an explanation as to the circumstances giving rise to the complaint is not accepted, the issue can be referred to the next stage.
3. If the matter is not satisfactorily resolved, or the complaint directly concerns a member of the management team, the matter can be referred in writing directly to the Chairperson of the management committee. An investigation into the complaint will be undertaken within 10 days of receiving notification, or as soon as reasonably practicable.
4. Parents also have a right to complain directly to Ofsted. The number is 03001231231

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