

Special educational needs /disability policy

Valuing Compassion, Community, Endurance, Friendship, Hope, Respect,
Thankfulness, Wisdom

The Nursery is committed to the integration of children with additional needs. Our philosophy is that children with additional needs have a right to be educated and to develop to their full potential alongside other children. Everyone stands to gain if all children are allowed to share the same opportunities and are helped to overcome any disadvantages they may have to face.

How will integration be achieved?

Access

- wide doors are available for wheelchairs
- the play area is on one level
- accessible toilet
- the Nursery will assess each child's needs in terms of access and where possible adapt our facilities as appropriate

We adhere to the Department for Education's Special Education Needs Code of Practice. The Nursery has two SENDCOs (Andrea Stevenson and Sue Belton) whose role is to support children, parents/carers and Key Persons and if necessary to make referrals to outside support agencies.

The SENDCOs have undertaken additional SEND training and continue with ongoing training to ensure that they keep up to date with current thinking and guidelines. The training is shared with all of the Nursery staff, as all staff are equally responsible for meeting the individual needs of every child. The needs of all children will be discussed by the parent/carer, Nursery SENDCO and Nursery Manager. As a team they will assess the suitability of the setting to ensure that the Nursery facilities meet the individual needs of the child as well as ensuring safety for all other Nursery users.

The Nursery ensures that our inclusive admissions practice allows equality of access and opportunity. All children will be involved in the daily routine.

When outings are organised children with additional needs will always be included. Parents/carers may be asked to come along to give extra support.

The Nursery ensures that its physical environment is, as far as possible, suitable for children and families with disabilities.

The Nursery works closely with parents/carers and children with SEN/disabilities to create and maintain a positive partnership. The Nursery ensures that parents are informed at all stages of the assessment, planning, provision and review of their child's education. The Nursery provides parents/carers with information on sources of independent advice and support. The Nursery liaises

with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.

The Nursery uses the graduated response system for identifying, assessing and responding to children's additional educational needs.

The Nursery provides a broad and balanced curriculum for all children. Activities and experiences are adapted to meet the individual needs of the child. The Nursery uses a system of planning, implementing, monitoring, evaluation and reviewing learning plans for children with SEN/disabilities.

The Nursery ensures that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability. The Nursery uses a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.

The Nursery ensures the privacy of children with SEN/disabilities when intimate care is being provided. The Nursery raises awareness of any expertise that the Nursery has to offer, for example Makaton (sign) trained staff. The Nursery ensures the effectiveness of the SEN/disabilities provision by collecting information from a range of sources, for example Learning Plan reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.