

Newbridge Day Nursery

Policy for Special Educational Needs **Basic information about SEN provision**

Newbridge Day Nursery welcome all children to our setting and endeavour to make sure that appropriate provision is made to cater for their needs and they are able to play a full part in the daily life of the setting. Newbridge Day Nursery have regard to the definition of SEN stated in the SEN code of practice.

“Children have a learning difficulty which calls for special educational provision to be made for them.” Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in settings within the area of the local authority.

The code of practice specifies four broad areas difficulty:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical development

Newbridge Day Nursery monitor the progress of all children as part of our practice. Children who appear to be processing significantly more slowly in any of the four broad areas will be monitored in more detail.

Newbridge Day Nursery work with all parents and carers as partners as they are experts in their children’s development.

Success for all children is ensured by accessibility and sensitive differentiation of all activities. Planning for this is the responsibility of all staff.

The needs of children with SEN are shared appropriately between all staff.

Our SENCO’s have completed the SENCO courses, they have also accessed courses to enhance their understanding in specific areas e.g. Makaton.

Our named SENCO’s are Joanne Drury and June Jones

Our SENCO is responsible for:

- Ensuring that there is liaison with parents and other professionals in respect of children with SEN.
- Advising and supporting other practitioners in the setting.
- Ensuring that appropriate IEPs are in place.
- Ensuring that relevant information about children with SEN is collected, recorded, updated and stored appropriately.
- Leading the implementation, annual review and update of the SEN policy.

This policy should be read alongside our policies for Equal Opportunities and Inclusion and our Accessibility plan.

How we organise SEN at Newbridge Day Nursery

How do we share information between ourselves?

- Our SENCO is available throughout the day to talk to, to share concerns or ask for advice. Our SENCO will also set aside time in a session to work alongside staff if needed.
- Staff at Newbridge Day Nursery share information daily on a need to know basis and confidentiality is respected at all times.
- Concerns and updates can be shared at staff meetings every other month.

How do we share information with parents and carers?

- Meetings with parents/carers will be held in the office, where privacy is respected.
- A meeting will be set at a time which is convenient to both the staff and parents/carers.
- The key worker and the SENCO will be present at a meeting with parents/carers. The area SENCO may also be present if requested by staff or parent/carers.
- All staff and outside agencies working with Newbridge Day Nursery sign a confidentiality contract and this is respected at all times.

How do we work with other agencies/providers?

- At Newbridge Day Nursery we work closely with are area SENCO and speech and language therapist and other outside agencies if required e.g. child development centres.
- We will contact the appropriate outside agency when our SENCO or staff feels we need advice on how to meet a child’s specific need. Our area SENCO has regular meetings at Newbridge Day Nursery to support staff and is available at all times on request.
- A list of contact details for all outside agencies Newbridge Day Nursery can access is available on the office notice board, including the area SENCO.

How do we identify, assess and review children with SEN at Newbridge Day Nursery.

We are committed to the early identification and intervention for children who may have SEN. Possible special Educational Needs may be identified by formal and informal observation in the setting, parental/carer concern or health professionals.

When a concern is raised we

- Share our concerns with our SENCO, who will advise of the next action needed.
- We may put the child on Early Years action and an IEP will be put in place.
- Parents/carers will be contacted to share our concerns.
- We may then contact our area SENCO if we feel progress is not sufficient for additional support and/or advice in which case the child may be moved on to Early Years Action plus.
- All concerns are recorded in the key workers file or on an IEP or incident form if required. IEP’s are kept in the child’s personal file.
- We will review every half term or sooner if the situation changes i.e. child hits targets on the IEP.
- If the child’s difficulties are causing significant concern and believed to be long term then we may request for statutory assessment
- A statement of special educational needs may be issued.

We have a graduated response to support concerns in line with the code of practice (2001) and LA policy.

Differentiated curriculum	Accommodated in planning supported by more detailed observations and monitoring. Regular review of progress.
Early Years Action	Despite differentiated curriculum further action required. SENCO will work alongside other key workers and parents/carers to identify targets for development. IEP will be put in place and reviewed with parents and new targets set.
Early Years Action Plus	Progress not sufficient. Outside agencies will be involved e.g. Area SENCO.

	IEP will be put in place and reviewed with parents and new targets set.
Request for Statutory Assessment	Child's difficulties causing significant concern and believed to be long term. Assessment by LA requested by parents/carers, setting, other professionals.
Statement of Special need issued By The statement team, Shirehall, Shrewsbury.	Outside agencies will be involved in support, monitoring and reviews. Statement reviewed 6 monthly.

Transfer of information to school or other settings

- The child's personal tacking sheet, EYFS record sheet and any present IEP's will be passed on with the child.
- The key worker and SENCO will be responsible in passing the information on.
- We have regular meetings with the local schools before a child is due to move up.
- The manager and the SENCO and/or key worker attends regular transition meetings.
- The nurseries SENCO will meet will the school SENCO to discuss in more detail the SEN child/children. The Area SENCO may also be involved.

Access facilities

Newbridge Day Nursery is wheelchair friendly and has a disabled toilet.

Review of policy and complaints

- The SEN policy is reviewed annually.
- Joanne Drury and June Jones Initiates the review of the policy along with the area SENCO.
- For complaints please follow the complaints policy.

How we organise provision for children and young people with additional needs

- Joanne Drury and June Jones are responsible for overseeing provision.
- Any relevant information will be recorded i.e. incident forms, care management plan,
- All information on a child will be shared with their parents/carers and relevant outside agencies e.g. school, development officer.
- For extra guidance Newbridge Day Nursery will contact our development officer.

Care Management Plan

- A care management plan is a plan that will enable the child to achieve and enjoy their time at Newbridge Day Nursery and will high light areas where the child may need additional support or equipment; it will also include the child's views and/or wishes on the care/help they get.
- A care management plan will be drawn up together between Joanne Drury, the child, their parents/carers and any outside agencies that work with the child.

How do we support additional needs in Newbridge Day Nursery out of school provision?4-11 years old

At present no unmet needs are presenting themselves but if they were to then we would involve the child's parents/carers and for extra support we would contact our development officer, who would advise us what our next action would be e.g. to contact the child's school.

Reviewed by: Joanne Drury & June Jones

Date: 4/3/2014

Signature:

Next review date: January 2015

