

LADYBIRD LANE NURSERY

SPECIAL EDUCATIONAL NEEDS (SEN) / INCLUSION POLICY

We believe that all children regardless of their individual need, have the right to a broad, balanced and purposeful early years curriculum. We endeavour to provide an environment in which all children, including those with special individual needs, are supported to reach their full potential. We have used the DCSF Code of Practice (2001) to inform and guide us in the making of this policy. Our aim is:

- to try and ensure our provision is inclusive to all children with Special Educational Needs.
- to commit to the early identification of children with Special Educational Needs and adopt clear and open procedures that are outlined in this policy.

Our partnership with parents is an essential component of our practice and we are committed to:

- work closely with parents and fully involve them in all decisions that affect their child's care and education. We consult with parents at every level of intervention in order to develop and, hopefully, maintain a positive partnership.
- support parents and children with Special Educational Needs.
- discuss with parents or carers how they can support their child's progress at home and provide them with information on sources of independent advice and support if required.
- work in partnership with parents and other agencies in meeting individual children's needs.

How do we ensure that the entitlement for children with SEN have access to a broad, balanced, relevant and differentiated curriculum is adhered to? We respect and understand that:

- all children have a right to fully access Early Years Education through the Early Years Foundation Stage (2012).
- all children have a right to expect to learn in a caring, warm and considerate environment where staff, children and parents are all valued for their contributions.
- our curriculum should be broad, balanced and differentiated to include all children with SEN.
- we should endeavour to identify the specific needs of children with SEN and meet those needs through a range of SEN strategies.
- we regularly monitor and review our policy, practice and provision and, where necessary, make adjustments.

Our setting has 5 designated SENCO's (Special Educational Needs Co-ordinators) Kerry Conkling, Jackie Thompson, Jade Waddon, Emma Nicholls and Jo Short. Kerry, Jackie, Jade and Emma have all completed the LEA's accredited course in supporting children with special educational needs and Jo has done a module on special educational needs as part of her degree in Early Childhood Studies. We all attend appropriate training to update their knowledge and understanding of differing needs. They work with colleagues to agree and implement our SEN / Inclusion Policy and to ensure that all colleagues understand that the provision for children with SEN is the responsibility of all members of the setting. They also:

- support parents and staff development.
- liaise with outside agencies to provide Individual Learning Plans (IEP) for every child who has an additional need, and contact Early Years SEN Advisory teachers at an early stage for informal advice and support. Our current SEN advisor is Philippa Jubb.
- keep appropriate records.
- support colleagues in making observations and assessments.
- support colleagues in planning for children with SEN.

Our intention is to welcome *all* children to an inclusive setting. In order to achieve this, we consult with parents, prior to admission, to ensure that we have taken all reasonable adjustments to provide equality of access and opportunity to all aspects of our curriculum (in accordance with the Disability Discrimination Act (2005)). Our admissions form contains a section on 'Has your child any Special Educational Needs and/or Disabilities' so that additional support/need is identified as early as possible. Our facility provides easy access to all areas of the setting, with the exception of the book corner/interest table area, however we have a portable ramp to use whenever necessary.

We respect parent's/carer's rights to confidentiality when supporting children with SEN. All records regarding every child in the setting is kept securely and can only be accessed by colleagues (who have responsibility for a particular child) under the supervision of the manager, one of the SENCO's or the parent/carer. We provide in-service training for parents, practitioners and volunteers if required.

We monitor and review our policy annually. We also monitor and review our practice and provision at regular intervals and, where necessary, make appropriate adjustments.

Complaints about our provision: If parents have a complaint about the settings approach to special education needs, they should speak to the senior SENCO, Kerry Conkling, who will bring the matter to the attention of the manager and together they will try to resolve the concern to the satisfaction of all involved.

NB A full SEN policy is available on request.

This policy was adapted and updated on 29th January 2014