



SPECIAL EDUCATIONAL NEEDS/ DISABILITY POLICY

Our nursery aims to have regard for the DfES Code of Practice on the identification and assessment of special educational needs, and to provide welcome, and appropriate learning opportunities for all children in order to help them reach their full potential.

Aims

1. Children with special needs, like all other children, are admitted to the nursery after consultation between parents, supervisor and keyworkers.
2. Our keyworker system ensures that each adult is specially responsible for, and close to, just a few children, so each child receives plenty of adult time and attention.
3. If it is felt that a child's needs cannot be met in the nursery without the help of a one-to-one worker, funding will be sought to employ one.
4. We work in liaison with staff outside the group, including health visitors, educational psychologists, social workers and Portage workers, to meet children's specific needs.
5. We work in partnership with parents and other agencies in meeting individual children's needs
6. Our staff attend, whenever possible, training on special needs arranged by professional bodies.
7. We monitor and review our practice and provision and, if necessary make adjustments

Methods

1. We have a designated member of staff to be our SENCO (Special Educational Needs Coordinator). **Angela Smith.**

We ensure that the provision for children with SEN/ disabilities is the responsibility of all members of the setting.

2. We ensure that our inclusive admissions practice ensures equality of access and opportunity
3. We ensure that our physical environment is as far as possible suitable for children with disabilities.
4. We work closely with parents of children with SEN /disabilities to create and maintain a positive partners

5. We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's education.
6. We provide parents with information on sources of independent advice and support.
7. We liaise with other professionals involved with children with SEN / disabilities and their families
8. We use the graduated response system for identifying, assessing and responding to children's special educational needs.
9. We provide a broad and balanced curriculum for all children with SEN /disabilities
10. We provide a differentiated curriculum to meet individual needs and abilities
11. We use a system of planning, implementing, monitoring, evaluating and reviewing individual education plans, (IEP's.)
12. We use a system of keeping records of the assessment, planning and provision and review for SEN/ disabilities
13. We use resources (human and financial) to implement our SEN / disabilities policy
14. We ensure the privacy of children with SEN / disabilities when required to do so
15. We provide in-service training for practitioners and volunteers
16. We strive to keep abreast of developments by collecting information from a variety of sources e.g. IEP reviews, staff and management meetings, external agencies. The information is regularly evaluated and reviewed
17. We provide a complaints procedure
18. We review our policies annually

This policy was adopted at a meeting of The Robin Nursery Committee

Held on

Date to be reviewed

Signed on behalf of the Nursery

Name of signatory (Chairperson)