

Windsor Nursery School: Special Educational Needs Policy

Rationale

At Windsor Nursery School we believe in equality, access and inclusion for all individuals. This document sets out the aims, principles and strategies to provide for children with Special Educational Needs at Windsor. This policy should be read in conjunction with the Department of Education Special Needs & Disability code of practice: 0-25 years specifically section 5 & 6 and Windsor Nursery School Local Offer.

The SEND Code of Practice complements and supports the following legislation, specifically:

- Equality Act 2010 – promoting equality of opportunity and anti-discrimination, requiring providers to make reasonable adjustments to include those with SEN and disabilities
- EYFS statutory framework (revised 2014) which states that providers must have arrangements in place to support children with SEN and disabilities

The Code of Practice

The SEND Code of Practice promotes

- Inclusion in experiences and activities alongside peers
- Early identification of children's needs
- Early intervention to meet those needs
- The importance of children and parents/carers being central to the decision making and
- Multi-agency collaboration

It applies to those from birth to 25 years who have special educational needs or disabilities.

Definitions

- A child is considered to have special educational needs if that have a learning difficulty or disability that calls for special educational provision
- Learning difficulty or disability is defined for children of compulsory school age as having significantly greater difficulty in learning than the majority of others at the same age or having a disability preventing them making use of facilities of a kind generally provided for others of the same age
- For children aged two or more, special educational provision is educational or training provision that is different from or additional to that made generally for others of the same age

Principles

The 3 principles underlying the Code of Practice are stated as having regard to

- The views, wishes and feelings of the child and his/her parents which must be central to the decision making
- The importance of the child and his/her parents being able to participate as fully as possible in decisions, including provision of the information and support needed
- Supporting parents and child so that they achieve the best possible educational and other outcomes, preparing the child effectively for adulthood

Aims

- To identify all children who need special consideration to support their physical, social, emotional, behavioral or intellectual development.
- To ensure these children are given appropriate support to allow full access to the Early Years Foundation stage Curriculum.
- To ensure that all children with particular individual needs are fully integrated into all nursery activities.
- To involve all parents in developing a partnership of support to enable them to have confidence in the strategies adopted by the school to help their child to learn and develop.

Principles of SEND at Windsor Centre

It is the aim of the nursery that each child should reach his/her full potential in a positive, caring and supportive environment, which provides equality of opportunity. We recognise that all children have individual needs, enthusiasms and motivations. Each child in the nursery is treated as an individual and all activities are differentiated by delivery, resources or outcome to match their abilities and to help them to succeed.

Consideration is given to the nursery environment, activities and practices so as to be inclusive to all children, such as those with special needs, children from different cultural backgrounds, and children from a range of socio-economic backgrounds.

Working together across our nursery we form strong links with the parents/carers of children who attend all aspects of the nursery and offer early identification of needs and appropriate support as necessary.

Children requiring special support include those of exceptional ability and talent as well as those who learn slowly and with difficulty.

Responsibilities

The Head teacher works towards the nursery's aims by:

- Managing the provision for children with special educational needs
- Working closely with the SENCO to co-ordinate the provision
- Developing strong partnerships with parents/carers
- Meeting with representatives from outside agencies
- Regularly informing the Governing Body, as appropriate
- Developing and maintaining interagency links that support early identification of needs

The SENCO works with the senior leadership to achieve the nursery's aims by:

- Reviewing the SEN policy
- reviewing practice and ensuring that every child with SEN gets the personalized service they need.
- Overseeing day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with a designated practitioner where a Looked after Child has SEN
- Advising on a graduated approach to SEN support

- Advising on the use of the delegated budget and other resources
- Liaising with parents of children with SEN
- Links with other education settings and outside agencies
- Liaising with potential next providers of education
- Working with head and governors on the Equality Act
- Ensuring that SEN records are up-to-date

The SENCO liaisons for 2 year olds works towards the nursery's aims by:

- Working closely with all practitioners within daycare in monitoring and assessing the individual needs of children within daycare
- Meeting regularly with the SENCO to update information
- Collecting information necessary to inform the SEND process for referrals
- Meeting with and maintaining trusting relationships with parents

All practitioners work towards the nursery's aims by:

- Being fully aware of the nursery's procedures for identifying, assessing and making provision for pupils with special educational needs
- A commitment to a partnership approach to provision
- Providing challenging and stimulating experiences designed to enable all children to reach the highest standards of personal achievement.
- Recognising the needs of each individual child according to ability and aptitude
- Pooling expertise, working together to identify and provide for pupils with a special educational need
- Working collaboratively with a shared philosophy and commonality of practice
- Attending SEN courses which have particular relevance to the child/children they are supporting, or those which further their professional development

All children work towards the nursery's aims:

- Working co-operatively with staff
- Developing an independent approach to their learning
- Communicating their views on their learning appropriately according to their age and stage of development

Parents/Carers are encouraged to work towards the nursery's aims by:

- Ensuring their child attends the nursery in good health, punctually and regularly
- Trying to be realistic about their child's abilities, offering encouragement and praise
- Participating in discussions and interagency meetings concerning their child's progress and attainment
- Ensuring early contact with nursery to discuss matters that could affect a child's wellbeing, progress and behaviour
- Taking an active interest in children's learning by supporting events in the nursery
- Allowing children to take an increasing personal and social responsibility in nursery
- Endeavoring to support their child's targets/next steps at home

Liaison with Other Settings

- We make every effort to contact previous settings or referrers for discussion of children with SEN before they enter the nursery
- We have meetings with all practitioners to ensure that any child entering the nursery who is known to have special needs is able have those needs met as fully as possible
- We contact receiving schools for all our children in order to ensure the process of transition is smooth and that all relevant information is passed on. If we can provide support to continue a child's development, we are always available for consultation by receiving schools at any point after a child has transferred.

Signed:

Chair of governors

Date:

Date of review: