

Special educational needs/disability policy

Statement of intent for Welbourne Academy Nursery

We provide an environment in which all children are supported to reach their full potential.

"Special Educational Needs (SEN) is the term used for a child or young person who requires extra support with routines, activities and provision which is additional to or different from others. This can include children that do not have diagnosed special needs."

Aims

- We have regard for the DfE Special Educational Needs Code of Practice.
- We include all children in our provision.
- All practitioners will offer support for the child at nursery with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make suitable adjustments.
- We promote, have regard and direct our families to our local authorities 'Local Offer'

Methods

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) Tina Page and give her name to parents.
- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We will follow the 'Graduated Approach' to supporting children with SEN. Including Assess, Plan, Do and Review to create robust cycles.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education. We liaise with parents and ask for their input.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We make reasonable adjustments to support children with SEN/disabilities
- Practitioners will follow a 'proactive approach' to support children with SEN with routines. Staff will try to avoid situations which may be a trigger or cause upset.

- We provide a differentiated curriculum to meet individual needs and abilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We endeavour to provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints/concerns procedure.
- We monitor and review our policy annually.

This policy was amended at a meeting of the Welbourne Academy Nursery Management Group
14.12.2023