**Planting the seeds of early education since 1990**

wcfnp@btconnect.com

**11. SPECIAL EDUCATIONAL NEEDS POLICY**

**This policy reflects the aims of the nursery to promote and support equal opportunities.**

**High regard is given to the D.F.e SEND code of practice (2015), on the identification and assessment of S.E.N. The nursery is committed to the social and educational inclusion of all children. We aim to provide a welcome appropriate learning environment that reflects these values.**

**S.E.N.C.O.**

**Our S.E.N.C.O. is Denise Evans, whose responsibilities are:**

1. **Ensuring liaisons with parents and other professionals in respect of the child with S.E.N.**
2. **Complete EHAT (formerly CAF) with the parents to request input from other services if needed (with parental permission).**
3. **Advise and support other practitioners in the setting.**
4. **To ensure the Play plans, I.E.P.’s and I.B.P’s are in place.**
5. **To ensure that relevant background information about the children with S.E.N. is collected, recorded and updated.**
6. **To take the lead in further assessments of the child’s particular strengths and weaknesses.**
7. **To attend meetings with other agencies and attend TAF meetings if and when needed.**
8. **To attend DIPTAC sessions.**
9. **To represent the nursery at the PVI consortia**
10. **To plan further support for the child with discussion with colleagues.**
11. **To monitor and review action plans.**
12. **To ensure appropriate records are kept, including a record of children in early years action, early years action plus and those with statements.**

**Admissions**

**As in our admissions policy we welcome all children and aim to respond to individual needs appropriately. It is helpful if parents can discuss their child’s needs with us before admission, so that we can plan the most effective provision and liaise with other professionals if necessary.**

**Procedure**

**If a child appears to have special educational needs. Their key person will liaise firstly with the S.E.N.C.O. The S.E.N.C.O will then discuss the concerns with the nursery Manager.**

**Concerns will be discussed with parents and written permission would be sort from the parents to start the referral process e.g. for Speech and Language therapy. If and when necessary an EHAT (early health assessment tool) will be completed to request input from outside professionals to assess the child. An IEP/Play plan would be set up to begin specific strategies and targets for the individual child and reviewed on a regular basis. This information will help inform any further agencies that may become involved.**

**It is paramount that early identification of any S.E.N. a child has, is acted upon as soon as possible, to ensure the welfare of the child. It is also important for parents/carers to work together.**

**Specialist equipment**

**We provide small group sizes, so that individual help can be given as necessary. We offer equipment and materials that differentiate to match different levels of development. If requests are made for specialist equipment, we would endeavour to purchase it from the budget or if necessary try to raise funds. Funding may also be applied for from the PVI consortia however, as their budget is limited then certain criteria must be met. We also provide staff expertise, changing facilities and wheelchair access.**

**Curriculum**

**All children are able to have access to the full nursery/early years foundation stage curriculum through careful planning, differentiation and assessment of individual progress. We take into account all aspects of the learning environment and how children with S.E.N. can be included in the planned activities.**

**Reviews**

**Policies are reviewed annually and discussed with staff to ensure the effectiveness of their content.**

**Complaints**

**The setting has a complaints procedure policy which is available for parents at all times.**

**Staff**

**All staff are committed to developing their knowledge and skills in relation to S.E.N.**

**Parental involvement**

**We value the contribution parents make and it is our policy to consult and work in partnership with them.**

**Community links**

**We have well established links with appropriate schools and invite staff to visit to exchange information on children’s needs prior to transfer into reception class. This is to ensure smooth transition to reception.**

* **Children with known special educational needs will be admitted to the setting after consultation with parents, staff and other professional bodies.**
* **Children are already attending the setting, who are assessed as having additional needs will be given the best available help and assistance.**
* **We will work with outside professionals to help all children with additional needs.**
* **We will keep records and observe the progress of all children.**
* **We will regularly review the EHAT/Play Plans?IEP’s etc**
* **Parents and nominated professionals will have access to their child’s records/observations.**
* **Our keyworker system will ensure that parents/professionals will have contact on an individual basis.**
* **If a child requires individual attention we will endeavour to meet their needs.**
* **If it is felt that the nursery cannot meet their needs advice will be sought from parents and professionals involved.**

**This policy is reviewed annually by Wavertree Christian Fellowship Nursery and Pre-school.**