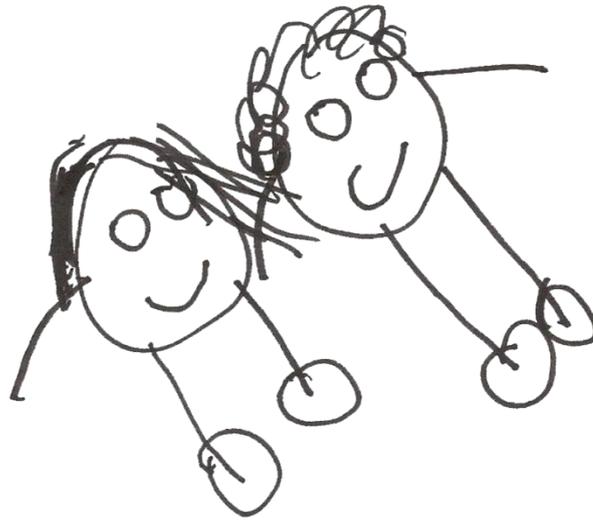


Making Friends - Learning Together



Brookhill Nursery School

**Special Educational Needs / Inclusion
Policy**



Brookhill Nursery School

Special Educational Needs / Inclusion Policy

The Aims of our Special Educational Needs / Inclusion Policy

At Brookhill Nursery School we welcome children with special educational needs as part of our community. We recognise that we will need to consider the individual needs of children when planning our curriculum **and we aim to provide a curriculum, which is accessible to the individual needs of all our children.**

We recognise the importance of early identification and assessment of children with special educational needs. This is particularly important in the area of early years education. **We will develop practices and procedures, which will aim to ensure that all children's special educational needs, are identified and assessed and the curriculum will be planned to meet their needs.**

We recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs. **We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.**

We believe in the involvement of the child and the importance of taking their views into account. **We will make every effort to involve the child in decision-making about their special educational provision.**

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. **We will actively support the establishment and maintenance of close links with all agencies working with the child.**

Details about our Special Educational Needs Inclusion Co-ordinator

Our Special Educational Needs Inclusion Co-ordinator (SENCO) is **Anna Woodward**. She is responsible for the day-to-day provision for children with SEN. Together with the key workers in our early years setting, our SENCO maintains and oversees all records for children with SEN. The SENCO will liaise with other staff about children's needs and will liaise with outside agencies such as health, education and social services regarding the needs of children, always after consultation with parents/carers.

Our Admission Arrangements For Children With Special Educational Needs

Children with special educational needs are welcomed into our early years setting, as are all our children. We may ask parents to give us further details of professionals involved with their child. When we know that a child may have a special educational need or disability

before they start at our setting, we will endeavour to set up a good transition for that child into our setting involving child, parents/carers and any outside professionals known to the child. This may involve the child visiting our setting on a number of occasions and/or a home visit by a member of staff.

The Role Played By The Parents Of Children With Special Educational Needs.

We work in partnership with parents. We recognise that parents/carers know their children best and have a great deal to contribute. Parents'/carers' views and contributions are valued. In addition we can offer parents/carers:

- an 'open door' policy which means parents can approach staff whenever they have a concern and time will be made for them
- scheduled meetings for parents to meet and discuss their child's progress;
- opportunities for parents/carers to come and work or observe their child in the group
- a parents/carers' room or space
- special support groups for parents of children with SEN or can give information about local and national support groups

Children's views

We always seek views of all children with regard to their education and inclusion. We involve all children in their learning by offering choices using objects, photographs, verbal means etc. All children are encouraged to express preferences using a variety of methods including augmented methods of communication. We seek all children's views in decision making about the learning environment.

The Curriculum

Children with SEN are regarded as full members of our community and we offer an inclusive provision to all our children. All children have full access to the environment, resources, staff and activities. Children with SEN engage in the activities on offer in our setting together with children who do not have identified SEN. The curriculum is planned to meet the known individual needs of all children and careful choice of resources is made to facilitate access to the curriculum for all children. We adapt our materials and teaching styles to help children with different individual needs to learn.

Facilities For Children With Special Educational Needs And Disabilities

We have the following facilities and resources for children with special educational needs and disabilities:

- experienced and knowledgeable staff
- changing facilities.
- our provision is on one level
- access to particular toys and/or resources,
- staff trained in the use of Makaton signing

The Allocation Of Resources For Children With Special Educational Needs.

At our early years setting we will endeavour to adapt our environment to enable access for children with a wide range of needs and to allocate resources appropriately for children. For children who are supported through Early Years Action Plus, **with parental consultation**, we may request additional resources from the Local Authority.. Resource requests will normally be related directly to the child's IEP targets.

How Children With Special Educational Needs Are Identified And Their Needs Determined And Reviewed

We follow the graduated approach to Children with special educational needs as recommended in the SEN Code of Practice (2001). **Setting staff work in partnership with parents at all times and will always discuss their child's progress with them and keep them fully informed about how the setting is seeking to meet their child's needs.**

- ***Early Years Action***

The key worker and/or SENCO will identify a child with SEN and will devise interventions that are **additional to** or **different from** those provided as part of our usual curriculum and strategies. Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The child will be added to the SEN Profile. **In consultation with parents/carers**, the SENCO will take the lead in gathering information about the child from other professional who may already be involved with the child (e.g. Health Visitor, Social Worker, Speech and Language Therapists etc.). With parental permission, the SENCO may discuss the child's needs with our designated Educational Psychologist.

- ***Early Years Action Plus***

The key worker and SENCO will be supported by external support services or outside specialists (e.g., Educational Psychologist, Speech and Language Therapists, Physiotherapists Occupational Therapists etc.) Advice by outside specialists will be sought in order to devise a new IEP with more specialist strategies and targets. A request for help from external services is likely to follow a decision taken by the SENCO **in consultation with parents** at a meeting to review the child's IEP.

- ***Statutory Assessment***

A Statutory multi-disciplinary assessment will be requested from the Local Education Authority by either the SENCO or by the parents.

- ***Statement of Special Educational Needs***

The early years setting will be responsible for delivering the education programme specified in the child's statement of special educational needs. The SENCO will be responsible for monitoring and reviewing the progress through IEPs and through the statement review process.

In-Service Training For Staff In Relation To Special Educational Needs.

We are committed to providing and facilitating attendance at in-service training in the area of SEN for staff. **Staff appraisal will be used to identify the training needs of individual staff and regular reviews of the SDP and discussions of the SLDT will identify whole school training needs**

Transition Of Children With Special Educational Needs Between Early Years Settings Or Between Early Years Settings And The Next Stage Of Education.

At Brookhill Nursery school we believe that transition is a crucial time for all children – but particularly for children with identified special educational needs. As far as is possible, we will do everything that we can to facilitate a smooth transition for our children moving to other settings. We will invite staff from the receiving setting to transition meetings and will pass information (Individual Education Plans, observations, ideas for successful strategies etc.) as well as a summary about the individual child in relation to the Early Years Foundation Stage (EYFS) to their receiving setting. As far as possible we aim to contact the child in their new setting once the transition has occurred.

How We Evaluate The Success Of The Education That Is Provided To Children With Special Educational Needs.

We review our SEN / Inclusion policy annually and evaluate the effectiveness of:

- Systems for identifying and assessing children with special educational needs
- The provision made to meet children's special educational needs
- The record-keeping for children with special educational needs
- The allocation of resources for children with special educational needs

Concerns And Complaints Regarding Provision For Children With Special Educational Needs

Any concerns or complaints about SEN provision by parents should be addressed to the key worker, initially. If the parents are still not happy they should approach the SENCO who will look into the problem and report back within a week. If the parents/carers continue to be dissatisfied the SENCO will refer the matter to the Head teacher to take further action as appropriate.

Signature: _____

Name: _____

Date: _____

Chair of Governors

Signature: _____

Name: _____

Date: _____

Head teacher

Ratified _____

Review Date; Spring 2016

