



**Liskeard Child Development Centre
Sunshine Room**

13. Special educational needs (SEN)

All of the children that attend the Liskeard Child Development Centre will have complex and long term individual needs. Our aim is to support the children and their families by identifying their individual levels of functioning and plan appropriate interventions to support. We will work entirely within the SEN code of practice (2014) and fully in partnership with parents/carers and link settings.

Statement

The nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

The nursery believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

The nursery is committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. The nursery is committed to working with any child who has a specific need and/or disability to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parents.
- Liaising with any professional agencies.
- Reading any reports that have been prepared.

- Attending any Early Support review meetings with the local authority/professionals.
- Regularly monitoring observations carried out on the child's development.

All children will be given a full settling in period when joining the nursery according to their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice 2014 on identification and assessment of any needs not being met by the universal service provided by the nursery.
- Include all children and their families in our provision.
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities.
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a Special Educational Needs Co-ordinator (SENCO) and class teachers who are experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs (SEN) and the SEN Code of Practice 2014.
- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies.
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required.
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed.
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities.
- Promote positive images and role models during play experiences of those with additional needs wherever possible.
- Celebrate diversity in all aspects of play and learning.

Our nursery Special Education Needs Co-ordinator (SENCO) is Melissa Sinnamon however all class teachers have a specialist SEN role and have received a range of training in all aspects of meeting children's needs.

Melissa Sinnamon works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the nursery, always making sure plans and records are shared with parents.

Methods

We will:

- Designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and share her name with parents.
- Provide a statement/protocol showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals.
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery.
- Ensure that our inclusive admissions practice includes equality of access and opportunity for children with long term and complex needs.
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities.
- Work closely with parents to create and maintain a positive partnership which supports their child(ren).
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education.
- Provide parents with information on sources of independent advice and support.
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care.
- We will support termly Early Support team around the child meetings where parents priorities form the basis of the family plan.
- Use the graduated response system for identifying, assessing and responding to children's special educational needs.

- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities.
- Provide differentiated activities to meet all individual needs and abilities.
- Use a system of planning, implementing, monitoring, evaluating and reviewing personalised learning plans will be in place for children.
- Learning plans will be reviewed regularly with parents.
- Ensure that children with learning difficulties and/or disabilities are consulted at all stages of any Education, Health and Care assessment, taking into account their levels of ability.
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities.
- Provide resources (human and financial) to implement our SEN/disability policy.
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided.
- Use a Early Support, Common Assessment Framework (CAF) where needed.
- Provide in-service training for practitioners and volunteers.
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages.
- Monitor and review our policy annually.

Special Educational Needs Code of Practice (2014)

It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice highlights the importance of the parent and child's views and priorities in the processes of the education, health and care assessments and final plans. As a pathfinder authority and setting we have supported the development of the EHC and worked closely with parents in establishing this process. Good practice of working together with parents, and the observation and monitoring of children's individual

progress, will help identify any child with special educational needs. Our nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Early Support and Education, Health and Care Plans

The Early Support approach will be used with all of our children unless the parent/carer chooses to opt out. A meeting will be held termly where the parent/carers priorities are discussed as a basis to a family plan. Nursery staff may be asked to be the Lead Professional and be the person that the family liaises with regularly and professionals contact to update on progress towards the plan.

If after a period of intervention, support and review at the CDC it is deemed that the child will need additional and different resources to support their educational needs that are in addition to the schools targeted resources, an Education, Health and Care request for assessment will be discussed and implemented. (Please see attached flow chart). If the evidence provided suggests a full assessment is required this will be started and an Education, Health and Care Plan will be developed. This will be reviewed six monthly until the child is five and annually thereafter.

Internal use only

This policy was adopted on	
Signed on behalf of the nursery	
Date disseminated to staff	
Date for review	