

Special Educational Needs (SEN) Policy

There are currently National reforms in the provision of Special Educational Needs. At present there is a draft Code of Practice with the new legislation becoming law in the autumn term of 2014. The policy will be updated accordingly once the new SEN legislation has been subject to all parliamentary processes.

The SEN Aims of the Nursery

- To ensure that all children have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all children requiring SEN provision as early as possible
- To ensure that SEN children take as full a part as possible in all nursery activities
- To ensure that parents/carers of SEN students are kept fully informed of their child's progress and development
- To ensure that SEN children are involved, where practicable, in decisions affecting their future SEN provision

Definition of SEN

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.

The Role of the Special Educational Needs Coordinator (SENCo)

The SENCo plays a crucial role in the nursery's SEN provision. This involves working with the manager and directors to determine the strategic development of the policy. Our SENCo at Alcester Nursery Studio is **Penny Williams**.

Other responsibilities include:

- Overseeing the day-to-day operation of this policy
- Coordinating the provision for children with SEN
- Liaising with and giving advice to fellow colleagues
- Writing and implementing IEP's
- Liaising with the parents/carers
- Liaising with external agencies

Categories of Special Education Need

The Code of practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

- **Communication and interaction**
- **Cognition and learning**
- **Behaviour, emotional and social development**
- **Sensory and/or physical**

All practitioners are responsible for identifying children with SEN and, in collaboration with the SENCo, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEN can be identified. Whether or not a student is making adequate progress, is seen as a significant factor in considering the need for SEN provision

Statement of Special Education Need

This may be agreed after a statutory assessment of your child's needs has happened. A statement can clarify your child's areas of difficulty and guide the nursery in using extra support and specialist programmes to meet your child's needs.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Established through parental consultation
- Set out in an Individual Education Plan (IEP)
- Implemented in the classroom
- Delivered by all who work with the child with appropriate additional support where specified

Curriculum

The nursery has adopted a whole-nursery approach to SEN policy and practice. Children identified as having SEN are, through planning, as far as is practicable, fully integrated into the nursery provision. Every effort is made to ensure that they have full access to the activities on offer and use of resources and are integrated into all aspects of the nursery.

Links with other Agencies, Organisations and Support Services

The Nursery recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN children e.g. the Educational Psychologist and SEN teachers.

When it is considered necessary, colleagues from the following support services will be involved with SEN children:

- Speech and Language therapists
- Physiotherapists
- Sensory Impaired Children's Service
- Integrated Disability Service
- Health Visitor

Partnership with Parents/Carers

The nursery firmly believes in developing a strong partnership with parents/ carers and that this will enable children with SEN to achieve their potential. The nursery recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

Links with Schools and Transfer Arrangements

When it is time for the children to move onto school the SENco and manager will have a transition meeting with the receiving school and pass on all relevant information regarding the child with SEN.