



Christchurch Kindergarten Children's Nursery Limited

Info@christchurchkindergarten.co.uk

Equality of opportunity

16 Supporting children with special educational needs

Policy statement

At **Christchurch Kindergarten Children's Nursery Limited** we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

Aims

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures and Method

- We designate members of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO coordinators are Bushra Bashir, Ritu Wagav & Hetal Vyas

- The role of SENCO includes responsibility for the everyday operation of the SEN Policy, including taking a lead when monitoring and reviewing the SEN Policy.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting. Making sure that all staff understands the agreed SEN Policy and procedures to ensure continuity and consistency for all children.

Admissions

- Our inclusive admissions practice ensures equality of access and opportunity. At the setting we welcome all children whatever their individual needs and abilities and make every reasonable adjustment to accommodate individual needs. We have a flexible approach to the settling in process. Please see our admissions policy for further details.

Accessibility

- The Kindergarten premises can be created to make more accessible to all, by providing ramped access between indoor and outdoor areas and by providing accessible toilets to encourage all children to be independent. We are happy to be flexible in the use of our building to accommodate children's needs and to consider making reasonable adjustments to our premises within our capabilities.

Identifying, assessing and responding

- We use the graduated response system for identifying, assessing and responding to children's special educational needs. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education. We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability. If any concerns are raised about a child, we discuss them openly and sensitively with parents. We will always listen to and respect parents' views. With the permission of the parents we can also discuss concerns with the child's Health Visitor and/or our Area SENCO. We will make additional observations of the child and may use the information that we collect to inform an Initial Support Plan. This plan will be based on the child's strengths and interests and will show small changes, which we can make on a whole setting, or on individual basis, which may help the child to make progress. If our concerns continue we will support the child at Early Years Action.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs. Making sure that the setting has appropriate procedures in place to include children with Special Educational Needs and meet their needs within all areas of curriculum and practice.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs. Making sure that appropriate IEPs are in place and giving support to write and evaluate IEPs when required.

Early Years action

- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process. Contributing to reviews for children who have SEN and to the process of statutory assessment.
- We work with parents to write an Individual Education Plan (IEP). This plan will describe what we will provide for the child with SEN, which is additional to or different from what we have in place for all of the children. It will be based on the child's strengths and interests and designed to help the child to make progress. This plan will be integrated into the curriculum planning for the whole group. It will be reviewed regularly, at least three times a year. If our concerns continue, with the agreement of parents we can refer to other professionals for advice and support at Early Years Action Plus.

Early years action plus

- We will develop an IEP in collaboration with other professionals. This IEP will be reviewed regularly, at least three times a year. **At Early Years Action or Early Years Action Plus**, if reviews show satisfactory progress then a decision can be made to continue at the same stage or revert to an earlier stage.

If a child is referred for statutory assessment

- We will share information that we have gathered to help to inform the assessment process. We will liaise with the Local Authority in support of the child.

If a child has a statement of Special Educational Need

- We will work with other professionals to create an IEP based on the recommendations in the statement. Progress will be reviewed at least three times a year. An annual review will inform any changes considered necessary for the following year.

Support from Other Professional

- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools. We have close links with our local Health Visitor, Social Worker, Speech and Language therapists and portage workers. Our Area SENCO Is Denise. She supports us by offering training and advice to our SENCO and staff to enable us to develop inclusive early learning environment and support children with SEN effectively.

Parental Partnership

- At all levels we will work closely with parents of children with special educational needs to create and maintain a positive partnership.

Transition

- When a child who has Special Educational Needs is moving to another setting, we will invite parents and staff from the receiving setting to a review meeting. At this meeting we will discuss successful strategies and work together to develop a transition plan which will ensure a seamless move to the next setting.

Resources

- We provide resources (human and financial) to implement our Special Educational Needs Policy. We will involve all the children fully in the setting by ensuring a child centred approach, where equal opportunities are encouraged and demonstrated through all that we do. We will provide resources that show positive images of people of different abilities and cultural backgrounds. We will provide resources that can support children's individual needs.

Staff Training & Development.

- We provide in-service training for parents, practitioners and volunteers. Our SENCO attends training sessions supported by Early Years Childcare Partnership, We also have individual setting based training. Our SENCO shares relevant information from training to all staff during staff meetings.

Complaints procedure.

- Complaints about our SEN provision should be made to our SENCo or our Manager. Complaints will be listened to, taken seriously and investigated thoroughly, If you feel that we are unable to deal with your complaint you may speak directly to Ofsted. (Refer to setting complaints policy).
- We monitor and review our policy annually.
- This policy was adopted at a meeting with staff at

- **Christchurch Kindergarten Children's Nursery Limited**

- Date to be reviewed: 1 May 2015

- Date to be reviewed:

- Date to be reviewed:

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| Position Name | Sign | Date Policy read |
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| Director Divya Vaghela | | |
| Manager | | |
| Deputy Manager | | |
| Practitioner | | |
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