



SENCO POLICY

In light of consultations including:

The Lamb Inquiry 2009;

The Ofsted Review of SEN in 2010;

The Disability and Discrimination Act(s) of 1995/2005; and

The Equality Act 2010

The Children and Families Act 2014

The Government proposed to replace the current Special Educational Needs (SEN) Code of Practice categories of School Action and School Action Plus. These have been replaced with a new single early years and school-based SEN category, intended to provide clear guidance to settings and schools on the appropriate identification of pupils with SEN. These changes are set out in the new SEN Code of Practice, published in 2014.

*This 2014 code of practice outlines a graduated response to children's needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional or different** from the provision made as part of the nursery's usual differentiated curriculum and strategies.*

This Policy Document has been developed in order to ensure that we follow the guidance of the SEND Code of Practice 2015

The Close Day Nursery School operates an admissions policy which supports the integration of SEND children into mainstream education. No child will, therefore, be excluded from The Close Day Nursery School unless, after consultation with outside specialists, it was agreed that The Close Day Nursery School was not the most appropriate setting for the child.

At The Close Day Nursery School we believe that all children have the right to attend and to be equally valued, and to have their abilities or learning needs catered for. We are committed to taking all reasonable steps to ensure that all children and carers are included.

SEND Identification

We recognise the importance of early identification and assessment of children with special educational needs. This is particularly important in the area of early year's 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.

Training will be given to staff ensuring they are informed with current legislation and knowledge

Assessment

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.

The Principles underpinning the SEN Code of Practice are:

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The progress of all the children is regularly monitored using the Development File, and this progress is shared with parents through regular contact. Concerns may be raised and dealt with quickly.

Our Special Educational Needs Co-ordinators are:

Lorraine Wetherill and Hayley Gurney

They are 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.

We review our work with children through regular team meetings, and review our policies at least annually. We liaise informally with other providers for young children, and pass on a written record of children's progress to the next setting they attend. We liaise closely with any other provisions children may attend. We have close contact with our Area SENCO, with the Pre-School teacher counselling service, and with others who support children with special educational needs.

Confidentiality

Our work with parents and carers is always confidential, and respectful of their wishes. We take account of the views of the child, and record their feelings and opinions through photographs if the child is not talking yet.

Complaints

If there are any complaints, parents should first approach the Nursery Manager, who will in most cases be able to resolve the matter at once. In the event any matters cannot be resolved at this stage then the parent/carer should raise the matter at a higher level.