



Bear Care
For all your childcare needs

Inspired, Creative,
Caring...

Special Educational Needs. Code of Practice

The Nursery has a regard for the DFES Special Educational Needs Code Of Practice

1) Principles

- . We are committed to the inclusion of children with Special Educational Needs
- . We provide all Children with broad and balanced curriculum, having regard to their individual needs and
and making relevant provision to support their learning.
- . Children with special educational needs have a right to be educated and to develop to their full potential
along side other children.
- . The feelings and opinions of the child and their parents/carers are recognised and responded to.

2) Aims

- . To develop a partnership with parents, keeping them informed about their children's learning and discussing with them any difficulties their child might be experiencing.
- . To involve children wherever possible in their target setting.
- . To offer an appropriate learning environment providing a range of differentiated activities in response to
individual needs.
- . To work with professionals from other agencies to provide the best learning opportunities for individual
Children.
- . To provide information about Nottinghamshire Parent Partnership Services.

3) Arrangements for admission and inclusion of children which insure equal opportunities for children with Special Educational Needs.

In addition to our admission policy we will talk to parents about their child's Special Educational Needs, gathering information from parents and relevant professionals to

enable the setting to have a comprehensive picture of the child's needs. The nursery is aware of funding arrangements for children who have a need for a high level of support.

4) Arrangements for developing positive partnership with parents in all aspects of special needs work.

It is our belief by staff working positively together with parents/carers the children can be supported to achieve their maximum potential. Each child is appointed a key worker who is responsible for the induction and monitoring of the child's progress. The key worker regularly reports to parents/carers who in turn are encouraged to do the same. Formal reviews will take place each term.

5) The special Educational Needs Co-ordinator (Senco) at Arnold House Day Nursery is Nursery Manager: Emma Mumford

She implements our Special Educational Needs Policy and procedure in accordance with the 'Code of Practice'. The Senco has responsibility for:

- Ensuring liaison with parents and other professionals in respect of children with special educational needs.
- Advising and supporting other practitioners in the setting.
- Ensuring that appropriate individual Educational plans are in place and are regularly reviewed.
- Ensuring that relevant background information about individual children with Special Educational Needs is collated, recorded and updated.

6 Identification and Assessment of children

As a result of monitoring all areas of the child's development any concerns will be highlighted by either the Key Worker of the parent/carer. These concerns are noted and dated by staff and will be discussed with a parent/care at a consultation meeting.

If the concerns are confirmed then the graduated approach will commence. The child will be placed at Early Years Action or Early Years Action Plus whichever is appropriate.

7 Record System Early Years Action

An individual Education Plan (IEP) identifying interventions that are additional to or different from those provided as part of the setting's usual curriculum activities, will be completed by Senco, parents /carers and key worker. The child's views and preferences will be taken into account.

The Senco will make arrangements to monitor and review the child's progress in consultation with parents/carers and Key Worker, at least every term.
The Senco will gather any additional information.

8) Early Years Action Plus

Senco, parents/carers and key worker together complete a more detailed (IEP) which includes advice from external agencies.

The Senco will make arrangements to monitor and review the child's progress in consultation with parents/carers, Key Worker and external agencies, at least every term.
The Senco will gather any additional information.

If the Early Years Action Plus is not sufficiently effective to enable the child to progress satisfactorily it will then be necessary for the setting to consult with parents and any other agencies involved to consider whether they should consult with LEA regarding the need for a statutory Multi-disciplinary assessment.

9) Resources, Equipment and Outings

There is a wide variety of toys and equipment available in the nursery. Appropriate equipment will be identified to support children with Special Educational Needs. Every effort will be made to secure additional resources should these be required.

We believe that all activities should be available to all children. Children with Special Educational Needs should have access to all areas of the nursery alongside their peers. The needs of the child will be considered when planning outings and any necessary arrangements will be made for them to be included.

10) Facilities and Access

The nursery operates from a property consisting of two floors, and there is only limited access for wheelchairs.

11) Arrangements for curriculum Access

We aim to provide any child with Special Educational Needs access to our curriculum by using a short term planning sheet which combines curriculum objectives with the targets detailed on the child's Individual Education Plan.

12) Plans for Staff Training

We recognise the value of on-going training and staff are encouraged to attend In-Service Training on special needs. Full use will be made of any expertise that staff members may have. All staff will be encouraged to access training provided by the Early Years Development and Child Care Partnership, Preschool Learning Alliance and other agencies as appropriate.

13) Multi-Professional Links

We see the value of working closely together with other professionals to meet children's specific needs, we welcome visits and advice from specialists.

The Specialist Teacher for Early Years (PVI) is in regular contact to offer advice and support to children with Special Educational Needs.

14) Transitional Arrangements

In order to ensure a smooth transition the nursery will, with the parent's consent, make arrangements to share all relevant information with child's next placement. This could include written records, visits and meetings.

15) Arrangements for considering complaints about Special Educational Needs

We greatly value the partnership between parents/carers and staff but should a problem arise prompt consultation is encouraged within the establishment.

16) Confidentiality

Children's special needs cannot be met by one adult working in isolation and the staff will necessarily share insights and information with parents/carers and with one another in order to support the child's development. However, the general policies on confidentiality held at the setting will ensure that knowledge is shared on a need to know basis.

17) Reviewing Special Educational Needs Policy

The policy will be reviewed on a regular basis in the light of our own experience and on-going legislation and developments.