

## Apple Tree Day Nursery Special Educational Needs Policy.

We are committed to the integration of children with Special Educational Needs. Our philosophy is that children with a special educational needs have a right to be educated and to develop their full potential alongside other children. We work closely with The Northern Parade Children Centre and use them for support and advice. All staff are aware of the Send Code of Practice, the disability discrimination Act and the Equality Act 2010

### THE NURSERY LAYOUT.

The nursery is very child friendly and has been renovated to promote independence with adult support. We have a ramp accessing the nursery from the front. We have a disabled toilet and all sinks that the children need to use are at a low level. Only toys and commitment that the children are not permitted to have at that time due to safe guarding reasons are out of their reach.

### ADMISSION ARRANGEMENTS.

Children who have an identified Special Educational Need will be admitted after a consultation with the Parents/ Carers as to the specific needs of the child. If identified, any adaptations that need to be made to staffing, equipment, and access will be carried out before the child's settling in visits in accordance with our Settling in Policy. We are a private day nursery and therefore access to funding for these adaptations maybe limited. We will endeavour to investigate our options further to accommodate the needs of the child and their family.

### IDENTIFICATION AND ASSESSMENT.

Staff at Apple Tree Day Nursery work closely with their key groups of children and observe them on a daily basis both through play and conversation but also through written observations of what the children do throughout their session. If a member of staff has a concern about a child then they must raise this concern with the SEN who would take into account their observations and possibly sit in on the group and make their own notes on the child.

### APPROACHING PARENTS/ CARERS.

It would be the responsibility of the Key Person in the first instance to sensitively discuss any concerns with the Parent/ Carer. The conversation should be carried out in private and the Parents should be reassured that we will endeavour to assist their child in their development and learning, but that we may require assistance from outside agencies. The outcome of the discussion needs to be followed up in writing and signed by the Parent/ Carer, who also needs to sign an Inter Agency Parental Consent Form before a referral can be made. If progress is not made or parents have concerns too the Key person may include the sen officer.

Should the parents not feel the same way about the concerns that we have for their child then we will continue to make further observations on the child and possibly invite the parent in to observe their child during the session. We will end ever to always work in partnership with parents and keep a two way flow of communications.

#### FURTHER ASSESSMENTS AND PLANS.

It may be necessary for the SEND to draw up an Individual Education Plan for the child so that staff can support the child with their development. This would be put together using observations and developmental tracker sheets and would show how a series of day to day activities can be used to support the child in their area of concern. The IEP will be shown to the Parent/ Carer and permission will be obtained before the plan is carried out. This stage is called Early Years Action.

This IEP may be a temporary measure until;

- \* If progress is not made we will refer to another agency e.g: speech and language Therapist, Health Visitor or Early Years Panel, this stage is called Early Years Action Plan.
- \* The requested outside agency becomes involved and makes an assessment on the child, therefore the IEP may have to be reviewed.
  
- \* The child makes good progress and is meeting the targets of the IEP. (It is advisable that the child continues to receive support so that they do not regress.)

#### REVIEWS.

A review of the agreed IEP will be made regularly to assess progression and evaluate the effectiveness of the targets being met. These reviews will be made as set out on the IEP and the SEND will inform the parents of the details, including positive feedback about the progression that their child is making. If the child has not made any progress, then the IEP must still be reviewed and differentiation can be made. Ensure that support is always offered to the Parents/ Carers and that you answer any questions that they may have in full.

### POSITIVE PROMOTION.

We will always endeavour to positively promote Special Educational Needs to children, their families and visitors to the nursery by displaying images and using resources such as posters, puzzles and dolls, which reflect anti-discriminatory practice.

### NAMED SEND.

Date of review of policy :

Our named SEND is; Miss Sarah Parrett

Sarah has undergone training in Special Educational Needs and is closely involved day to day with the children. Some of the courses that Sarah has attended include;

\*Makaton For Professionals 2013

\*Portsmouth Safe Guarding 2012

\*Senco Code of Practice 2013

\*supporting quiet children 2014

The SEND is responsible for ensuring that all staff are familiar with the Special Needs Code of Practice, this can be done by looking at the information at staff meetings.

### FAMILIES WITH SEN

We welcome families with SEN and will always strive to meet their needs when registering and bringing their child to the nursery. We would seek advice and support from The Northern Parade Children Centre.

Review 1.1.2016

