

Monty's Daycare Special Educational Needs Policy and Procedure

Policy statement

All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

Monty's Daycare believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

The nursery is committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential.

The nursery is committed to working with any child who has specific need and/or disability and making reasonable adjustments where possible, to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

We feel it is paramount to find out as much as possible about a child's condition/needs and the way that may affect his/her learning or care needs by:

- Liaising with the child's parents
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child's development

All children will be given a full settling in period when joining the nursery according to their individual needs.

Aims and objectives

- Recognise each child's individual needs and ensure all staff are aware of, and have regards, for the Special Educational Needs Code of Practice on identification and assessment of any needs not being met by the universal service provided by the nursery.
- Include all children and their families in our nursery.
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities.
- Employ a Special Educational Needs Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs.

Staff will be provided with specific training relating to Special Educational Needs (SEN) and the SEN code of practice.

- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies.
- Ensure that children who learn quicker are also supported.
- Work in partnership with parents and other agencies in order to meet individual children's needs, including health and education authorities, and seek advice, support and training where required.
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed.
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities.
- Celebrate diversity in all aspects of play and learning.

Monty's Daycare Special Education Needs Co-ordinator (SENCO) is Diana Baldock; who works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the nursery, always making sure plans and records are shared with parents.

Procedures and methods

We will:

- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery.
- Ensure that our inclusive admissions practice includes equality or access and opportunity.
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities.
- Work closely with parents to create and maintain a positive partnership which supports their child/ren.
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education.
- Provide parents with information on sources of independent advice and support.
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families.
- Use the graduated response system for identifying, assessing and responding to children's special educational needs.

- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities.
- Provide differentiated activities to meet all individual needs and abilities.
- Use a system of planning, implementing, monitoring, evaluating and reviewing targeted/personalised plans for children with learning difficulties and/or disabilities.
- Review targeted/personalised plans regularly and hold review meeting with parents.
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities.
- Provide resources (human and financial) to implement our SEN/disability policy.
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. Targeted/Personalised plans, meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- Monitor and review our policy annually.

Special Educational needs code of practice

Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. Our nursery has identified Diana Baldock as the SENCO leader who will work alongside parents to assess the child's strengths and plan for future support. Diana Baldock will ensure that appropriate records are kept according to the Code of Practice.

This policy was revised during the month of March 2021 Kerry Allen (Nursery Manager) and Naomi Washer (Nursery Deputy Manager) Diana Baldock (Leading SENCO) were present. (Policy and procedure to be revised during the month of March 2022, Spring Term).