



Special Educational Needs and Disability Policy

Definition of Special Needs and Disability

"Children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them" As defined by the Equality Act 2010 for those who have special education needs and disabled children.

Introduction

This policy is in line with the revised code of practice: Special Educational Needs and Disability Code of Practice for 0-25 years. (Department for Education)

The Special Needs Coordinator (SENCO) is Lynda Goddard, she works closely with all staff members to ensure that systems are in place to assess , plan , do ,and review children's individual needs in line with the SEND code of practice.

Statement of intent

At Stepping Stones Nursery School we are committed to the inclusion of all children.

We believe that all children have the right to be cared for and educated in an environment that encourages children to develop to their full potential.

At Stepping Stones we strive to provide a broad and balanced curriculum for all children. Encouraging children to share opportunities, experiences and learn from each other. The Early year's Foundation Stage is the foundation for all our planning that meets the needs of individual and groups of children.

When planning staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special educational needs that require particular action from the Nursery. These requirements are likely to arise when a child has special educational needs. Staff will take account of these needs and make provision where necessary to support the individual child or groups of children that will enable them to participate effectively in activities and for staff to assess their development fully. Such children may require additional help than that is given to a child of a similar age.

Children may have special needs either throughout or at any point during their time at Stepping Stones, this policy is to ensure that the planning and assessment of children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims

The aims of this policy are:

- Recognise each child's specific individual needs
- To create an environment that meets the special educational needs of each child
- Ensure that special educational needs of children are identified, assessed, and provided for.
- To include and support parents and children with learning difficulties/ or disabilities.
- To identify the roles and responsibilities of the core team of staff that are responsible for providing for children with educational needs
- To enable all children to have access to every area of our provision
- To work in partnership with parents ensuring that parents can take on an active role in supporting their child's education/care.
- To ensure that every child is treated as an individual/ equal and encouraged to have a voice in the process.
- To ensure the nursery are following a graduated response of assess, plan, do review cycle

Inclusion

At Stepping Stones we aim to:

- provide a warm stimulating environment to all our children whatever their needs or abilities.
- help all our children reach their full potential.
- achieve this by supporting children overcome barriers that may prevent learning.

We work tirelessly to ensure that all children within Stepping Stones feels valued, equal and a cared for part of the nursery community.

As a nursery we respect the fact that children:

- Have different educational and behavioural needs.
- Require different strategies/ techniques for learning.

- Need a range of different teaching approaches and experiences.
- Acquire, assimilate, and communicate information at different rates.

Staff responds to each children's needs by

- Providing support for children who require help with communication, language, and literacy.
- Planning to develop children's understanding by using senses and experiences.
- Planning for children's full participation in learning to include physical and practical activities.
- Supporting children to manage their behaviour to take part in learning safely and effectively.
- Supporting children's understanding and managing their emotions particularly trauma or stress.

Special Educational Needs

Children with special educational needs have learning difficulties that require special provision to be made. All children could have special educational needs at some point in their lives. Children have a learning difficulty if

- They have a significant difficulty in learning than the majority of children the same age.
- They have a disability which prevents or hinders them from making use of the facilities that are provided for children of a similar age.

At Stepping Stones We undertake assessments of children within our care that may highlight any potential delays to a child's development. We complete a two-year check on all our two year olds usually within two weeks after admission. We use these assessments as a starting point for setting our individual targets and as an indicator to any potential delay that requires monitoring or further action.

We assess all children's development through regular assessments made each term by the child's key worker.

At Stepping Stones we use a graduated response approach with four stages of action assess, plan, do and review in line the code of practice for SEND early years section June 2014.

If our assessments indicate that the child may have a barrier to their learning, we use a range of strategies are put into action. Key workers in conjunction with the SENCO will offer additional activities/ intervention to those that are provided as part of a normal nursery session. The key person will keep parent

informed and ask for additional information that might be of relevance. If the Key worker, SENCO and parents feel it would be appropriate for further support The SENCO would take the lead in further assessments of the child's needs. The SENCO may decide to complete the Anne Locke observation. An Anne Locke observation will give a broad observation of the child's development and assess the child's skills and give a clear indication of where there may be delay.

The SENCO ensures the setting is following the procedures set out in our local offer.

Setting Support

Once a child is identified with Special Educational Needs, The SENCO, working alongside colleagues and parents, will assess and record the child's needs and provide an Surrey Support Plan providing future support. The SSP will give clear steps to what additional support will be provided and set clear targets for the child to achieve. The SSP will be regularly reviewed in consultation with the child and his/her parent/guardian, Key worker and SENCO.

Specialist Support

When a child continues to make less than expected progress and evidence of this is shown in the SSP which has been reviewed, referrals to multi agency professionals will be made in agreement with the child's parents.

Statutory assessment

When despite relevant targeted actions have been taken to assess and support the child and with support and involvement from multi agency professional's it may be necessary for a statutory assessment of the child's needs in accordance with an EHC plan.

Early Support

Early support is a service designed to support parents and carers of children aged five and under. It brings together all the services and support available from different agencies. This makes it easier for families to coordinate health education and social care needs.

Some families will be allocated a key worker who provides the family with support and advice and will assist parents with negotiating the system.

Early Help Assessment

At Stepping Stones Nursery School we use an Early Help Assessment as a key part of delivering integrated services around the needs of children. The EHA enables us to apply a standardised approach to assess a child's additional needs and decide how those needs should be met. We complete a holistic assessment of a child's needs and strengths and involve parents and agencies as appropriate. We work in partnership to agree the support required. The lead professional responsible for each case will be assigned and the families will be fully informed at all stages. Parental involvement is essential to ensuring the welfare of the child.

The role of the SENCO

At Stepping Stones it is the role of the SENCO

- To manage the day to day operation of the policy;
- Support and advise colleagues;
- Co-ordinate the provision for and manage the responses to children with Special needs;
- Oversee the records of children with special educational needs;
- Act as a link for parents;
- Act as a link for external agencies;
- Monitor and evaluate the special needs provision;
- Manage the resources human and material to enable appropriate provision for children with special educational needs;
- Contribute to the professional development of all staff.

Allocation of resources

The Senco is responsible for the operational management of the resourcing for its special needs provision within the nursery, including the provision for children with EHCP plans.

Assessment

Early identification is vital. Nursery staff inform parents at the earliest opportunity to alert them of concerns and to encourage their help and participation.

The staff and SENCO assess and monitor children's progress as part of the nursery's on going practices

The SENCO and staff will work closely with the parents to achieve an appropriate plan of support.

The SENCO draws up SSP's in conjunction with key worker and parents.

Access to the curriculum

All children have the right to a broad and balanced curriculum.

Staff use a range of strategies to meet children's special educational needs. Learning and activities have clear learning objectives. We use assessment to decide on the next step for learning.

Surrey Support plans (SSPs) are used to encourage a small steps approach to learning. These are used frequently within the nursery. By giving children small, targeted steps to achieve we are ensuring children experience success.

We support the views that all children are entitled to share the same learning experiences as their peers enjoy, therefore wherever possible we do not withdraw children from the main nursery situation. However, there will be occasions where to maximise learning we ask the children to work in small groups or in a one to one outside of the main nursery room.

Partnership with parents

At Stepping Stones Nursery we work closely with parents in support of those children with special needs. We encourage an active partnership with an ongoing dialogue with parents.

Within Stepping Stones we have half termly parent consultations to review the progresses of children against the targets set out in the SSP and discuss the targets for the following half term.

Pupil participation

At Stepping Stones we encourage all children to make decisions and suggestions around their ongoing learning experience, this relates to all children regardless of age or abilities. At Stepping Stones we recognise the importance of developing social skills as well as educational skills.

Monitoring and Evaluation.

The SENCO and key worker will monitor the progress of children with special educational needs and discuss their findings with parents on a termly basis.

The SENCO and keyworkers draw up SSPs and hold regular meetings to discuss the work of the nursery in this area.

The SENCO will monitor children throughout the Special Educational needs process within the Nursery and keep Staff and parents informed of any developments at all times.

If you have any questions regarding Special Educational needs please speak to Lynda Goddard

November 2023

