

Elizabeth Saunders Nursery School
Equality of opportunities for Children incorporating Special Educational Needs

Elizabeth Saunders Nursery School does not discriminate on admission, care or treatment of children regardless of background or ability.

All children are treated fairly and with respect to their culture and creed, children are encouraged to value and respect others through positive role models.

Any inappropriate attitudes and practices will not be tolerated and appropriate action will be taken.

If you have any special requirements relating to areas of:

- Medical condition
- Allergy
- Diet
- Race
- Religion
- Disability
- Custom
- Belief
- Any other issue

Please discuss this with a member of staff and we will do our best to help.

Special Educational Needs Policy

The aims and objectives of our SEN policy are:

We, at Elizabeth Saunders Nursery School, feel that it is very important to identify each and every child's educational needs and we welcome children with disabilities.

At the beginning of each term, an assessment is made on each child, therefore, any child with SEN or disability can be identified early.

We provide a wide range of differentiated activities which will offer appropriate learning and meet every child's needs.

We aim to create a bond with parents and will always consult with the parents if their child is showing signs of difficulty.

We will work closely with other professionals to ensure we are offering a correct and effective framework for children with SEN.

We have a strong commitment to Inclusion, all staff are familiar with commitment 1.2 (Inclusive Practice) within the Theme (A Unique Child)

We have regard for the SEN Code of Practice and the SEN DDA and we will make all reasonable adjustments to ensure that all children including those who have a disability or special educational needs are included, valued and supported so that they can fulfil their potential.

The nursery and out of school club (where applicable) staff work within the Framework of The Early Years Foundation Stage and will take all necessary steps to safeguard and promote the welfare of children as set out on page 25 (Equalities of opportunities) in the 'Statutory Framework for The Early Years Foundation Stage.'

B. The name of our Special Educational Needs Co-ordinator (SENCO) is Vicky Grice

The SENCO'S role is to:

- Ensure we have appropriate procedures, working with, and including children with SEN.
- Ensure all aspects of planning and practice are to include the needs of children with SEN.

- Make sure all staff have an understanding of the practice in relation to children with SEN and the way it is carried out.
- Ensure the SEN register includes the names of all the children with SEN, the code of practice at which the child is currently placed and the date of next review.
- Keep an up-to-date file on the children with SEN.
- Make contributions to assessments and reviews.
- To be responsible for supporting staff in meetings and reviews with parents and organizing suitable review dates and times.

C. The admissions arrangements for children with SEN are:

Admission forms are given to all parents when their children attend for pre-visits, and these are asked to be brought back on the start date.

The forms include a section which is entitled 'Any additional information', in which parents are required to write about any special educational needs, allergies or about any concerns they may have.

All children are welcome and our aim at Cuerden Nursery School/Out of School Club is to meet every child's needs. We ask parents for as much information as possible regarding their child during their attendance at nursery.

D. Specialist facilities and staffing:

All members of staff have had training in basic First Aid. Some staff have Paediatric First Aid. Staff have Level 2 to Level 6 qualifications in childcare.

Most of the staff team hold a relevant level 3 qualification.

E. Resources we provide for children with SEN:

A range of resources are provided to promote and assist with early language which include: Tactile games, Sound recognition tapes, Story tapes, Letter flash cards and a wide range of books.

F. Identification and Assessment of children with SEN:

Code of practice

The DfEE code of practice on the identification and assessment of special educational needs, provides a framework which enables the staff at Townley House Nursery School to recognise a child who may be having difficulties to look at that Child's needs and to ensure that those needs are met and necessary action is taken in respect of those needs.

The code of practice sets out three phases

Early Years Action

Early Years Action Plus

Statutory Assessment and statement

In many cases most children will not pass through each stage, the Early Years Action taken at one stage could mean that no further action would need to be taken, the action taken at the Early Years Action stage will help the child and it may be unnecessary to move onto the next stage.

Early Years Action

In the first instance, a concern will be raised regarding a particular child. A member of staff or a key worker will have discussed concerns with the manager or the SENCO and a decision will be made to talk to the parents.

Parents will be informed immediately that a concern has been raised and at all times and any documentation and information kept will be made available for them to see. The SENCO will discuss with the parents the areas in which they feel their child may be having difficulties and talk through the procedures that may follow and what Townley House Nursery School alongside parents can provide to help the individual child.

At this stage it is vital that parental permission is gained before any action is taken and that any observations have been agreed by the parents. Between staff and parents we will monitor the concern and review their progress.

The child will be placed on the code of practice register and observations will be taken and progress monitored and recorded in an individual file. (All information will be made available to parents.)

At this early stage we may request the service of their Health Visitor to compare any findings during routine development checks, also Townley House Nursery School has a partnership worker who is available to staff and parents. This outside body will attend Cuerden Nursery/Out of School Club and observe the areas of concern made, the SENCO and parents will review their findings and discuss further action should it be required.

Samples of the child's work, Targeted Learning Plans (TLPs) and observations will be used as evidence to look at the progress of aims and targets set out.

A decision will be made with the consent of the parents as to whether further action is necessary and that the findings are such that Early Years Action Plus is required.

Early Years Action Plus

At this stage the SENCO seeks written permission to involve outside agencies and professionals to assist in the developing of a further TLP. It may be necessary to involve a number of outside bodies, depending on the range of concerns.

We then continue to monitor and assess the targets and achievements to the next review date, remembering at all times to relay any information to parents, any visits by outside bodies and gaining parental permission for any correspondence or action taken.

If at the next review date, the indications are such that the targets are not being met, all involved with the welfare of the child will look towards the possibility of what action is next to be considered. It may be that further records of achievements be collated or that statutory assessment is necessary.

Following this assessment, the setting may then make a request to the Early Years Panel for Enhanced Early Years Action Plus (EEYAP) funding to support the child's inclusion.

The SENCO will be available for staff and parents at all times and the SEN policy is available.

Statutory Assessment

The L.E.A (Lancashire Education Authority) will carry out statutory assessment of a child's special educational needs. The L.E.A. will then provide the child with a formal statement of Special Educational Needs.

The arrangements for this process are set out by law and the parents right to appeal are set out in the code of practice.

At this stage we at our Early Years setting will receive a form on which evidence and information will be given regarding a particular child, as with other professionals and agencies involved with meeting the child's needs.

It is essential that all information gathered on the child be collated, as will provide an important role in the statementing process. The L.E.A. will consider all the evidence given and make a decision as to whether a child will require a statement of SEN. If it is considered not to be necessary, then Early Years Action Plus stage will be where the child remains.

Statement of Special Educational Needs

A statement is a document that sets out aims and objectives for a child's particular needs and the provisions required to meet those needs.

Townley House Nursery School along with the parents will receive a copy of the statement on which comments may be written before submitting it to the L.E.A. and then once a final statement has been put together a copy will be forwarded to Townley House Nursery School and to the parents. The statement will then start to take affect and the planning and action required can begin, the statement will be reviewed every six months and Townley House Nursery School will be responsible for arranging the review date.

G. We plan our Early Years Curriculum (with access to the The Early Years Foundation Stage), to include children with SEN as follows:

Our aim at Townley House Nursery School is to consider the needs for each child, including their range of ability and experience.

Our Long-term, Medium-term and Short-term plan for the curriculum is aimed to cover every child's educational needs.

Assessments for each child are usually made during the first week of the first term and again at the beginning of each term.

We also monitor all the children during each term notes are made and dated when abilities and new achievements have been made.

At the beginning of every week all members of staff involved, re-assess the activities chosen for the coming week and discuss if any changes need to be made for the children with SEN.

H. Our learning environment provides the following opportunities for all children to be included in the setting as a whole:

At the Nursery we have a wide range of differentiated play equipment, which are regularly changed throughout the week. Every morning a new set of toys is set out for the day which includes a range of construction toys, toys to encourage fine motor development and also role-play.

The nursery will make reasonable adjustments to include children with disabilities. The toys are accessible on low shelves.

I. We monitor and evaluate our SEN policy as follows:

Our SEN Policy will be monitored and evaluated at regular term time staff meetings.

The Supervisor and management are to be responsible for the monitoring of the policy itself

J. Complaints about our SEN provision are dealt with as follows:

The SENCO will firstly deal with any complaints, which will then be discussed immediately with the management.

The staff at Townley House Nursery School has always followed the procedure that in the case of a complaint, they inform their supervisor, who then discusses the next course of action to be taken with the management.

K. SEN Training:

The SENCO will attend any county training courses, which are relevant for her professional development on children with special educational needs.

We will offer a range of articles for staff to read at any time.

All staff involved will also attend relevant courses, which will be organised by the management, and at regular meetings we will have the opportunity to discuss any additions or changes to the policy and procedures.

L. Partnership with Parents:

At Townley House Nursery School, if we feel that a child is having difficulties then their parents will firstly be approached by the supervisor of the group.

If contact needs to be made with any outside professionals then the SENCO will always obtain a written agreement from the parents before going ahead. Parents will then be involved by way of an arranged meeting in any discussions and decision-making regarding any arrangements that need to be made about their child's individual needs.

An arranged time e.g. once a month, will then be made between the SENCO and the parents to discuss their child's progress

M. Links with other early years settings:

When a child leaves the nursery to go to school, we normally hand over, to the parents, a file that includes samples of work that has been done during their time in the nursery, including any assessments made during this time.

If the child attends another educational setting whilst attending sessions at Townley House Nursery School, then we will need to arrange with parents the best way to inform the other setting of our findings, and discuss if they have made any evaluations of their own regarding the child's educational needs.

N. Links with other support services and other agencies:

Our procedure for contacting other professionals or support service is for the SENCO and the management to discuss who needs to be contacted after written consent has been given by the parents.

Reviewed April 2024