

HAVEN CHILDREN'S CENTRE

SPECIAL EDUCATIONAL NEEDS POLICY

AIMS

- We aim to provide a welcoming, supportive and inclusive environment for families with preschool children who have special needs.
- We recognise the importance of the partnership which must exist between home and Haven.
- We believe that all children with special needs should be included in the nursery where all children can play and learn and develop in a happy and stimulating environment.
- We aim to offer each child full access to a broad, balanced and differentiated curriculum.
- We value each child as an individual and aim to meet their specific needs.

OBJECTIVES

To monitor and review the progress of all children to ensure that:

- Special needs are identified at an early stage or appropriate interventions are made for those with identified specific needs.
- The children who attend Haven are given equal opportunities to participate in all activities, irrespective of ethnicity, culture or religion, home language, family background, special educational need, disability, gender or ability.
- They are offered a broad and balanced curriculum based on the Early Years Foundation Stage Curriculum.
- Appropriate provision is made for those children with identified special needs.
- Appropriate referral to support agencies are made.
- A smooth transition is achieved to the chosen school.

PROCEDURES

- All staff are fully committed to the principles of early identification and intervention for children who are experiencing developmental difficulties. Staff can access a range of professionals and services that will support children and families at this early stage.
- Where initial concerns are expressed, these will be discussed at weekly children's meetings. Observations with a purpose and a focus will be carried out; these will provide baseline evidence from which an individual plan of targets will be set. This programme will be monitored, recorded, reviewed and shared with the parents.
- We enable all members of the team to take an active part in meeting the Special Educational Needs of the children.
- We adopt a graduated approach through a cycle of assessment plan, do and review to ensure children make good progress. Through this earlier actions are revisited, retried and revised with a growing understanding of the learner's needs and what is needed to support them in making good progress and securing good outcomes. This is led and co-ordinated by the Inclusion leader(SENCo)
- Children's needs are important but there is also emphasis on the provision individual children require. A variety of approaches are used in the nursery to ensure each child can access the nursery environment.

- Interventions and targets are reviewed regularly at children's meetings. They are monitored by the SENCo and Lead Practitioner. Termly meetings are held with parents to share targets. Additional termly multi-disciplinary meetings are held and the results of these meetings are shared with parents.
- A SENCo team meets fortnightly to share good practice and work together to ensure a consistent approach across the centre.
- Staff training will be ongoing and appropriate in order to meet the needs that arise and also in conjunction with the Development Plan.
- Parents will be involved at every stage in the sharing of information regarding the reviews and updating of their child's plan. Where practitioners believe that a child has or may have SEN these concerns are discussed at the SENCo meetings and then shared with parents.
- Liaison with agencies will occur, in full consultation with parents, to provide a more complete picture of the child's development. (These agencies are most likely to be Speech and Language, Educational Psychology, Health Visitor, Teacher Advisors, Physiotherapist, Occupational Therapist).
- In the final term before leaving the Nursery School all children are given a transfer report on Tapestry (an on line Learning Journey) which is shared with the parents and receiving school. A transition meeting is held with the school and an Inclusion Partnership Agreement (IPA) is drawn up with the school if needed.

ADMISSION

- The resourced provision in the nursery has 22 places for children with Special Educational Needs. Referral is made through the PSAG group (Pre school Advisory Group) which meets in October and May. This provides 1 teacher and 2 nursery assistants and admin support in the inclusive setting. Additionally 2 support assistants are funded by the LEA.
- Our policy is to provide a balance between children with special needs and their peers. The Nursery will admit, on an individual agreed ratio as prescribed by the LA. The admission of a child with an EHCP will take place following consultation with the parents, governors and LEA.

ALLOCATION OF RESOURCES

- All the child's special educational needs are met within the usual provision (enhanced staffing ratio; staff trained in working with SEN; language rich environment; differentiated curriculum.
- Support/ advice from therapists who contribute to the child's individual programme.
- Additional Speech and Language Therapy time is purchased to ensure all children have immediate access to speech and language therapy support regardless of whether they are in the resourced provision or not. This provision is weekly.

INCLUSION CO-ORDINATOR (SENCo)

For the year 2015-2016 Karen Hooper is responsible for co-ordinating special needs throughout the Centre.

Her responsibilities include:

- co-ordinating the centre SENCo team, ensuring all practitioners across the centre understand their responsibility to children with SEN and the nurseries approach to identifying and meeting SEND.
- advising and supporting colleagues
- ensuring parents are closely involved throughout and their insights informs action taken by the nursery
- liaison with professionals outside of the setting
- co-ordinating contact with external agencies
- establishing links with feeder schools prior to the child's transfer
- ensuring transition plans are in place
- liaison with the LEA
- All staff have responsibilities for pupils with SEN. This is enhanced by clear, shared communication by all involved.

RESOURCE ALLOCATION

GOVERNING BODY

The Governing Body have a responsibility to provide and monitor provision for Special Educational Needs.

Shellie Morris is the Governor responsible for Special Educational Needs. She evaluates the success of the provision by:

- monitoring record keeping
- monitoring the number of children
- monitoring the outcomes of individual reviews
- consulting with parents if requested
- monitoring the amount of the budget allocated to children/resources for special educational needs support
- ensuring that the budget allocation reflects the changing need
- noting the budget spent on equipment
- monitoring training with regard to Special Educational Needs
- monitoring the use of the Centre by other agencies in helping to provide for a child's identified special needs
- monitoring and evaluating the range of services provided.

COMPLAINTS

- These will be dealt with in accordance with Hampshire's guidelines of complaints in schools.

October 2015

Review: October 2016

This policy has been revised to meet the Code of Practice and has been accepted by the Governing Body.