

Birdwood Nursery Supporting Children with Special Educational Needs and Disability Policy

1. Policy Statement

We provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014)
- We have in place a clear approach for identifying, responding to, and meeting children's SEND¹
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice, and provision and, if necessary, make adjustments.

2. Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents:
 - Our SENCO is: Laura Hopkins, Nursery Practitioner
- The SENCO works closely with our Nursery Manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs and Disability Policy and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced, and differentiated curriculum for all children.
- We apply SEND support to ensure early identification of children with SEND.
- We use the graduated approach system (assess, plan, do, and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision, and review of their children's special education including all decision-making processes.
- Where appropriate, we consider children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g., Local Offer, Information, Advice and Support Service
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g., Common Assessment Framework/Early Help Assessment and Education, Health, and Care (EHC) assessment.

¹ This includes disabled children with special educational needs

- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disability Policy
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs and Disability Policy and the procedures for identifying, assessing, and making provision for children with SEND.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., action plan reviews, staff and management meetings, parental and external agency's views, inspections, and complaints. This information is collated, evaluated, and reviewed annually.
- We provide a Complaints procedure.
- We monitor and review our policy annually.