SECTION 3

Safeguarding and Welfare Requirement: The provider must take all necessary steps to keep children safe and well

Section 1 The Learning and Development Requirements

Practitioners must consider the individual needs, interest, and stage of development of each child in their care

Oakwood Nursery

Supporting Children with Special Educational Needs and Disability Policy
SEND

We aware that some children have special educational needs and/or physical disabilities that require particular support and assistance. We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development.

The Nursery is committed to the integration of all children in its care. The Nursery also believes that children with special educational needs and/or physical disabilities have a right to play, learn and be able to develop to their full potential alongside other children. Whenever possible, children with special educational needs and/or physical disabilities will have access to the same facilities, activities and play opportunities as their peers.

- The policies, procedures and practices of the Nursery in relation to children with special educational needs and/or physical disabilities are consistent with current legislation and guidance. These include the DfES Special Educational Needs Code of Practice (2001) and the Disability Discrimination Act 1995.

The Nursery believes that by identifying individual needs and taking proactive steps alongside parents/carers and other statutory professionals or agencies, all children should be able to play a full, active and equal part in the Nursery's activities.

Special Educational Needs and Disability Co-ordinator

The Manager will appoint a member of staff as the Special Educational Needs and Inclusion Co-ordinator to manage provision for children with special educational needs and/or physical disabilities. This individual will be fully trained and experienced in the care and assessment of such children.
Named Senco – Harriet Sinclair/Amy Attwater /Katie Powell

All members of staff will be expected to assist the Inclusion Co-ordinator in caring for children with special educational needs and/or physical disabilities. The Co-ordinator's responsibilities will include:

• Working alongside the Manager to ensure that all staff are aware of all legislation, regulations and other guidance on working with children with special educational needs and/or physical disabilities.

• Working with the Manager to ensure that all staff who work with children with special educational needs and/or physical disabilities has appropriate skills and training.

• Co-ordinating regular monitoring and reviews of children's progress; involving parents/carers, other members of staff, relevant representatives from statutory agencies and, if appropriate, the child themselves. Alongside the Manager, they will also be responsible for ensuring that any actions following such reviews are followed through.

• Assessing each child's specific needs and adapting the Nursery's facilities, procedures, practices and activities as appropriate.

• Ensuring that systems are in place to adequately plan, implement, monitor, review and evaluate the Special Needs policy.

• Ensuring that children with special educational needs and/or physical disability are fully considered when activities are being planned and prepared.

• Liaising with parents/carers about the needs of their children and the plans and actions of the Nursery, as well as being the point of contact for parents/carers.

• Liaising with other agencies and seeking advice, support and training for themselves and other staff as is necessary.

• Supporting other members of staff to become more skilled and experienced in the care of children with special educational needs and/or physical disabilities.

• Ensuring that all children are treated with equal concern and respect and are encouraged to take part in all activities.

• Ensuring that accurate planning, implementing, monitoring, evaluating and reviewing setting based support plans for children with special educational needs or disabilities are regularly made and properly recorded.

(July 2018)