

We are committed to making our setting inclusive and accessible to all children, this is done by working in partnership with families and other agencies (with prior parental / carers permission) to ensure that needs are properly identified, assessed and addressed. This enables all children to have access to a full range of experiences while with us, in accordance with their needs and abilities.

We have regard for the Special Educational Needs (SEN) Code of Practice (DfES 2001) on the early identification and assessment of children with Special Educational Needs. We have adopted the Early Years Action and Early Years Action Plus model as outlined in the Code of Practice.

We provide opportunities for staff to develop the necessary skills, attitudes and insights for working with all children.

We aim to ensure that all children at Butterflies are treated with equal concern and respect and encouraged to take part in all activities available. We will assess the specific needs of each child and take the relevant steps to adapt facilities and activities to meet the needs of all.

If a member of staff has a concern about a child's development in one or more area, this will be discussed with the child's parents/carers in order to decide on the best way to meet the current needs. If appropriate, an individual plan may be set up for the child. This would incorporate play based activities to support the child and be reviewed on a regular basis with the parents/carers.

Personnel

The Code of Practice states, 'Provision for pupils with SEN is a matter for the setting as a whole'.

The SEN co-ordinator (SENCO) has responsibility for the day-to-day operation of the SEN policy and will ensure that all staff have in-house training from SENCO meetings and access to any external training for this area.

Special Educational Needs Co-ordinators (SENCO)

Charlotte Marshall and Heidi Stanton (SENCO)

Contact Number: 01472 326612

SEN Support

Throughout a child's time at nursery key workers will monitor and review the progress and development of their key children. If a child appears to be behind expected levels, or where a child's progress gives cause for concern, staff will also consider all the information about the child's learning and development from within and beyond the nursery e.g. formal checks, observations and any other detailed assessments. The key areas where staff should particularly monitor each of the children's progress are communication and language, physical development and personal, social and emotional development.

A delay in a child's learning and development may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted - 'refer to Early Years: guide to the 0 to 25 SEND code of practice'

If a staff member identifies a child as having SEN or has concerns they must work in partnership with parents/carers to ensure that the child's needs are supported.

If a staff member feels that a child needs additional support then the parents must complete an 'Inclusion Record' which includes parental permission for external agencies to support the setting and child.

Once this has been completed a support plan is put in place for the child and strategies from this plan are followed and completed over a six week period. These are then reviewed to see if any progression has been made and whether any other support/strategies need to be put in place. This is called 'Assess, Plan, Do and Review' - this can be completed over 3 cycles.

Throughout this process support from the Inclusion Support Officer from Early Years will be available. If no or very little progress has been made after these cycles then the child with parental consent will be placed on the SEN register.

Children may also be placed on the SEN register if they receive support from other agencies e.g. Child Development Centre, Speech and Language, Physio etc.

Once a child reaches school age an 'Education, Health Care Plan' will be completed as a multi-agency approach. This will support the child and parent for the transition to school. A transition plan would be put into place - see Inclusion Folder.

If a child has complex requirements/needs then Inclusion Funding can be applied for - see Inclusion Folder.

Throughout the whole procedure the Equality Act 2010 will be taken into consideration.

Complaints Procedure

1. If a complaint by a parent arises then the allocated child's Key Person should endeavour to resolve the issue there and then. The Key Person will then feed back to the SENCO and Nursery Manager.

2. If the complaint is not resolved satisfactorily, then the complaint should be referred to the SENCO and Nursery Manager.
3. If the SENCO and Nursery Manager are unable to resolve the complaint satisfactorily within 7 working days, then please follow steps 3 and 4 in the Complaints Procedure in the policy and procedure folder.

This policy will be reviewed biannually unless changes need to be made before.