



Supporting children with special educational needs

Policy statement

Sawston Nursery will provide an environment in which all children with special educational needs (SEN) 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 SEN¹.
- 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 SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- For group provision: We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is: **Tina Spencer**.
 - The SENCO is the manager and works closely with staff at Sawston Nursery. The SENCO is responsible for the day-to-day operation of Sawston Nursery in Supporting Children with Special Educational Needs and for co-ordinating provision for children with SEN.
 - Sawston Nursery ensure that the provision for children with SEN is the responsibility of all members of the setting.
 - Sawston Nursery ensure that our inclusive admissions practice ensures equality of access and opportunity.
 - Sawston Nursery provide a broad, balanced and differentiated curriculum for all children.
 - Sawston Nursery apply SEN support to ensure early identification of children with SEN.
 - Sawston Nursery use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
 - Sawston Nursery 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.
 - Sawston Nursery where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
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- Sawston Nursery provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- Sawston Nursery liaise and work with other external agencies to help improve outcomes for children with SEN.
- Sawston Nursery 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.
- Sawston Nursery provide resources (human and financial) to help us in Supporting Children with Special Educational Needs Policy.
- Sawston Nursery ensure that all nursery staff are aware of Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. Sawston Nursery provide in-service training for practitioner and volunteers.
- Sawston Nursery raise awareness of our special education provision via our website and or promotional materials.
- Sawston Nursery ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- Sawston Nursery provide a complaints procedure.
- Sawston Nursery monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by

Sawston Nursery

(name of provider)

On

10th November 2016

(date)