

## Additional Needs policy

We provide an environment in which all children are supported to reach their full potential.

Since the nursery opened over 20 years ago, it has maintained a firm commitment to the integration of children with Special Educational Needs. A network of contacts has been sustained to ensure appropriate referrals are made.

If a child's development causes concern we will make provision for the child in line with the recommendation of the SENCO Code of Conduct. The needs and progress of children who have Special Educational Needs are monitored by our groups' Special Educational Needs Co-ordinator (SENCO) – Richelle Shaw.

We have good links with Educational Psychologists, Advisory Teachers, Speech Therapists, and Medical Officers. Their advice and involvement are helpful in planning to meet the children's Additional Needs.

### Aims

- All children are treated as individuals with equal opportunities and rights.
- The nursery will meet Additional Needs through a carefully planned approach in partnership with parents, helpers and other professionals and outside agencies.
- We have regard for the DfES Special Educational Needs Code of Practice.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs/disabilities and meet those needs with a range of strategies.

### Methods

- Members of staff attend training to ensure that they have the skills and understanding to meet the needs of individual children.
- We designate a member of staff – **RICHELLE SHAW** – to be Special Educational Needs Co-ordinator (SENCO).
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work in partnership with parents of children with SEN disabilities.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on independent advice and support.
- We liaise with other professionals involved with children with SEN/ disabilities and their families, including transfer arrangements to other schools and settings.
- We use a graduated response system for identifying, assessing and responding to children's SEN.

- We provide a broad and balanced curriculum for all children with SEN/disabilities, differentiated to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities and involve them at all stages according to their ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We access training for practitioners and volunteers.
- We ensure the effectiveness of our SEN/disabilities provision by collecting information from a range of sources, e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed.
- We provide a complaints procedure.
- We monitor and review our policy.