

## **Special Educational Needs Policy**

Our Special Educational Needs (S.E.N.C.O) Coordinator is noted on the nominated practitioners poster in reception.

The nursery recognises that children have differing levels of skills and abilities and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

All children are valued and supported including those children who are disabled or have special educational needs. The individual needs of all children will be met by altering the nurseries environment, routines, activities so that all children are able to participate and that they are appropriate for all children's abilities and levels of development.

Children with Special Educational Needs (SEN) have difficulties or disabilities that make it harder for them to learn than most children of the same age. They may need extra help in areas of their development such as communication, physical skills, learning or behaviour. Many children will have SEN of some kind at some time.

The nursery understands that early identification is essential in order to support the child and help them to reach their potential throughout their time at nursery. Moorwell Miracles aim to build strong relationships with parents/carers to work effectively to meet each child's individual needs.

The nursery will monitor each child's progress with regular reports and assessments in their Look at Me Folders. Through careful monitoring staff will be able to identify any emerging difficulties and/or areas of concern quickly. Parents will be informed of any concerns and more information would be gathered through observations and discussions. The child will receive support and gentle encouragement to help them improve in the area they need.

Throughout the process staff will share information with parents and continually monitor and review the situation to ensure the parent is aware of how the child is progressing. If after a reasonable time the situation has not improved and the nursery don't feel they are fully able to meet the child's needs then staff will seek parental consent to get help from outside professionals.

Staff members working with a child with special educational needs are supported by the SENCO, who liaises with parents, professionals and the Nursery Manager in planning activities and adaptations. We work in accordance to the revised SEN Code of Practice 2015 and we will follow a 'graduated approach' when supporting a child with an emerging difficulty or identified need, where the key person and SENCO will plan, do, assess and review small, achievable targets for the child to help them to meet their potential.



The SENCO has additional training to enable them to carry out their responsibilities effectively. Where there are children with special needs in their group, we seek to provide staff with appropriate training and support so that staff understand the differences in children and can act as role models to the children in the setting. This aims to create a culture of value of diversity in others and encourage children to value and respect others.

Any member of staff that displays an inappropriate attitude or practice will be challenged and may be subject to disciplinary.

This policy will be reviewed regularly through nursery meetings. Parent views will also be welcomed in order to help the nursery monitor and evaluate the effectiveness of our inclusive practices.

Parents are invited to contribute their views also. This can be done by speaking the Nursery Manager.

The SEN CODE OF PRACTICE is available to read at the nursery.

A handwritten signature in black ink, consisting of a large, stylized 'O' followed by a wavy line.