

Poppies Special Needs policy

Our Special Needs policy alongside our Equal Opportunities and Behaviour policy states that we endeavour to treat each person with equal respect and as an individual. We aim to ensure that high quality teaching is differentiated and personalised to meet the needs of the child.

We aim to have regard for the DFEE code of practice on the identification and assessment of Special Educational Needs .

Local Offer: we are part of the Local Offer published by the Local Authority. (see our website for contact details)

The setting SENCO is Susan Gray and she is responsible for:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and that they understand the setting approach to identifying and meeting SEN.
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting.

Discussions with parents/ carers prior to a child attending nursery would ensure any special provisions required were in place, taking account of any education, health and care issues.

Observations made and development records that are kept on every child in conjunction with parents enable us to monitor their individual needs and progress.

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, we should make that provision or we will ensure, with the parents that the most suitable provision is sought.

The provision should be matched to the child's SEN and these needs are generally thought of in the following four areas:

- Communication and interaction
- Cognitive and learning
- Social, emotional and mental health
- Sensory and/or physical needs

As a setting we adopt a graduated approach with four stages of action; assess, plan, do and review.

Assess:

- In identifying a child as needing SEN support the SENCO, key person and child's parents will meet to discuss the child's needs.
- This assessment should be reviewed regularly to ensure that the support matches the need.
- Where there is little or no improvement in the child's progress more specialist assessment may be called for eg health, teachers, paediatricians, psychologists and speech and language.
- The SENCO should contact them with parent's permission.

Plan:

- Where it is decided to provide SEN support the parents would be formally notified.
- The key person and the SENCO would agree, in consultation with the parents, the outcomes they are seeking.
- Plans should take into account the views of the child
- The support and intervention provided should be selected to meet the outcomes identified for the child.
- Any related staff development needs should be identified and addressed.

Do:

- The key person, with support from the SENCO, should oversee the implementation of the plans agreed as part of SEN support.

Review:

- The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date
- It should be evaluated by the key person and the SENCO working with the child's parents and taking account of the child's views.
- Parents should have clear information about the impact of the support provided and be involved with planning the next steps.
- Where the child has not made expected progress the setting would request an EHC (Education, health and care) needs assessment.

Progress Check at age 2

When a child is aged between 2 and 3 key persons must review progress and provide parents with a short written summary of their child's development focussing in particular on communication and language, physical development and personal and social development.

This check **MUST** identify where:

- good progress is being made
- some additional support might be needed
- There is a concern that a child may have a developmental delay (which may indicate SEN or disability).

Transitions

- SEN should include planning for transition before a child moves into another setting or school.
- Information should be shared between the nursery and new setting, it would be agreed with parents the information to be shared as part of this process.

We will review how well equipped we are to provide support across the four broad areas of SEN:

- Communication and interaction
- Cognitive and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Where the child has not made expected progress the setting would request an Educational, Health and Care (EHCP) needs assessment.