



Special Education Needs Policy

Every child will be included and supported

This policy reflects statutory requirement policies ‘Special Educational Needs and Disability Code of Practice: 0-25 years’ and the Equality Act 2015.

At Truro College Day Nursery we actively promote equal opportunities and anti-discriminatory, ensuring that all children and families feel included, safe and valued. We ensure individual needs of all children are met. All children have a right to be here, including those who are disabled or have special educational needs. The staff will value, include and support every child, and make reasonable adjustments to ensure all children have the best possible start to life.

We welcome all children whatever their individual needs and we believe in providing an inclusive nursery. In order to achieve this, we work closely with parents carers and, where necessary, other agencies. We will always respect parent/child confidentiality.

At Truro College Day Nursery we undertake:

- To include all children
- To meet those needs and help the child to progress developmentally through the Early Years Foundation Stage (EYFS)
- To assess all children in our care and to monitor progress and identify areas where development and/or progress is a cause for concern.
- To continue to include any child who may develop special educational needs while in our care, by seeking support from within our own setting and outside our setting where appropriate.
- To suggest ways in which parents can support their child’s progress at home.
- We use the ‘Supporting Early Years Special Educational needs inclusion in Cornwall’ (2020) to ensure the needs and development all children who required extra support are recognised and supported effectively.

We have published our Local Offer on the Cornwall Family Information Service website for parents/carers to access.

The key person and the special educational needs co-ordinator will support the child as well as supporting the family. We will ensure the parent’s/carers are kept up to date with progress and they will be asked to help assist us in planning targets and strategies to use to help their child develop. Regular meetings will be held with the family and other agencies, again this is to ensure the child’s needs are met. Information that is shared within these meetings will be confidential.

The Role of the Special Educational Needs Co-ordinator (SENCO) is:-

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting’s 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
- Regularly attend SENCo meetings to keep up to date with any recent changes, inform nursery staff of any changes.

Assess

In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCO and the child's parents, will carry out a meeting to discuss and plan a next step that everyone will focus on.

Plan

Where it is decided to provide SEN support, the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. 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, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any staff development needs should be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The early year's practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the settings, contributing their insights to assessment and planning. Intended outcome should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

Involving Outside Agencies

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example, Health Visitors, Speech and Language Therapists, Portage Workers, Educational Psychologists or Specialist Teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcome. The decision to involve specialists should be taken with child's parents/carers and a parents signature will be provided alongside any referral.

Requesting an Education, Health and Care needs assessment

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child's has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment.

Record keeping

Practitioners must maintain records of children under their care as required under the EYFS framework. Such records about their children must be available to parents and they must include how the setting supports children with SEN and disabilities.

Admissions and Transitional Arrangements

If we know that a child who is going to be attending has additional needs or when a child we have makes a transition to their next setting, we aim to liaise with all interested parties in order to make a smooth transition. If a child is new to us we will liaise closely with the parents/carers/any agencies involved in order to gain as much information as possible about the child and their needs. In the case of a new/dual setting arrangement we will pass our progress reports, plans and assessments to them to enable a child's progress to be monitored effectively.

Language

See supporting Children with Additional Language Policy.

Our Special Educational Needs co-ordinators is Kerry Keen and Sharon Rowe, who regularly met with the room seniors to discuss and concerns and look at any suitable training for the key-worker if needed.

All SENCo's have received up-to date training on being a SENCO and attend network meetings regularly.