

Special Educational Needs & Disability Policy

SENDCO: Alice Clark

Rationale

In The Willow On The Farm we believe that every child should have the best possible learning opportunities and we therefore promote inclusive practice. We recognise that some children may have particular needs or disabilities and we take specific action to support and encourage these children within a caring environment.

We enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child.

We work closely with parents and other agencies to monitor the child's progress carefully, and provide effective, additional support to meet the child's needs.

Implementation of the policy in

It is the responsibility of The Manager, Alice Clark and teacher Anna D'Souza, to:

- produce a Special Needs Policy for The Willow On The Farm and make it available to all parents. This provides information on how children with special needs and disabilities are supported within The Willow On The Farm.
- ensure that all staff, including students and volunteers, are aware of the details of the policy.
- be aware of 'special needs' and 'disabilities' in the context of Early Years provision and understand how statutory, national and local procedures apply in practice to children under five.
- identify the necessary provision and staff arrangements to meet the special needs of the children.

- Alice Clark has been appointed our Special Needs & Disability Co-ordinator. This person will be responsible for supporting children with special needs within The Willow On The Farm Nursery and will be:
- familiar with the Code of Practice 2015: 0 to 25 years January 2015
- able to support other staff
- capable of making links with parents and other agencies.
- ensure that no child with special needs is refused a place at The Willow On The Farm.
- set high, but achievable, targets for children with special needs with staff, parents and children.
- liaise with organisations and agencies who are concerned with children's special needs and disabilities.
- ensure that staff have opportunities to undertake specialist training related to special needs, to improve and update their knowledge and understanding, (see Training File for courses undertaken).
- make effective use of any available LEA funding and resources to meet the identified needs of children in The Willow On The Farm.

Following the DfEE Code of Practice 2015

- To pay 'due regard' to the Code of Practice, staff working with children with special needs focus on the following:

early identification

early intervention

inclusive education

physical environment

partnership with parents

multi-agency collaboration.

Early identification and intervention

- We make regular observations and assessments of all children's play and progress to enable early identification of children's special needs.
- We monitor the progress of children with identified special needs carefully so that we can plan appropriate provision and support for these children.

- A child may be put on an Early Years Action after they have spoken to the parents.
- We would conform to requirements of Disability and Discrimination Act (DDA)
consider whether they need to write an IEP (Independent Educational Plan)
- If the EYA is not enough, they may be put on an Early Years Action Plus which involves outside agencies. An IEP (Independent Educational Plan) should be written by the Key Worker.
- If support given at EYAPlus is not sufficient and the child has long term needs, the SENDCO can request the initiation of SA (Statutory Assessment). They should gather all the evidence of records (IEPS, reports, observations) and coordinating support around the child, fill in a form and send in the request to the SEND department.
- We share all reports on children's progress with parents and work with them to develop their child.
- We use a graduated approach to identify and meet children's special needs. This is in line with national and local procedures and involves a systematic cycle of assessment, planning, action and review, recording clear targets and strategies for development and progress.
- We use a range of strategies, as well as verbal communication, to involve the children in setting and reviewing targets. Children are encouraged to make choices and share their feelings and wishes with staff.

Inclusion

- We ensure that children with special needs are fully integrated into the daily groupings of the children and their routines.
- In order to make appropriate and effective provision or adaptations, we work closely with the parents to find out the children's:

visual/hearing needs

physical needs

emotional needs

learning needs

self-help needs

communication needs.

- We ensure that children with special needs and disabilities are involved in play activities alongside the other children wherever possible.
- We encourage and support children with special needs and disabilities to play confidently with other children and make a positive contribution.
- We develop activities and experiences to raise the other children's awareness of positive images of disability and difference.
- We make flexible arrangements for additional adult support to enhance social interaction, avoiding segregating children from playing with their peers.
- We plan open-ended learning activities and experiences to help all the children to participate and learn, although we may need to differentiate for some learning activities and experiences and provide alternative formats or additional equipment and resources for particular children.
- We use a range of strategies to engage the children in play, and provide learning activities to suit individual children's most effective style of learning.

Physical environment

- We make reasonable adaptations and arrangements so that children with special needs and disabilities can join in all play areas of The Willow On The Farm, both indoors and outdoors.
- We make every effort to organise appropriate space for the children's supported and independent movement.
- We ensure that children with special needs have easy access to toilet and eating facilities.
- We arrange respectful privacy for children with special needs at times of specific medical care or welfare.

Partnership with parents

- We do not contact other agencies without the consent of the parents.
- We encourage parents to work closely with staff to support their children's individual needs.
- We make time to focus on discussion of the children's strengths, as well as their needs.

- We check that parents understand the graduated procedures of intervention.
- We respect the different perspectives and needs of parents.
- The Special Needs & Disability Co-ordinator and other staff ensure that there is consistent communication and consultation with parents.
- We consult with parents about information that should be shared with others.

Multi-agency collaboration

- The Special Needs & Disability Co-ordinator liaises with other supportive agencies to develop good working relationships.
- We gather information on relevant contacts and services to share with parents.
- We try to achieve a good relationship for information-sharing, collaboration and understanding with other professionals in order to take into account the complete needs of the child.
- **Contacts**

We would use the following SEND link, found at the Oxfordshire County Council, for any advice and forms to be completed.

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

We will also notify parents of this link.

Links, References and Regulations

Links to other policies

- Organisation
- Care, Learning and Play
- Physical Environment
- Safety
- Equal Opportunities
- Working in Partnership with Parents and Carers

Children Act Regulations relating to our policy

None apply.

References

DfEH (2015) Special educational needs and disability code of practice: 0 to 25 years
Statutory guidance for organisations which work with and support children and young
people who have special educational needs or disabilities January 2015

Name of Person Reviewing Policy	Date Review Carried Out	Date to be reviewed (Yearly / when necessary)
Dawn Wilson-Fry	08/06/2017 Reviewed 5 th July 17	July 2018