

# Supporting Special Educational Needs & Disabilities Policy



## Policy

Tiny Oaks Day Nursery is committed to providing an environment in which all staff, children and their families including those with special educational needs and disabilities (SEND), are supported to reach their full potential.

We provide an environment in which all children with special educational needs (SEN) are supported in reaching their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice 0-25 (2015).
- We have a clear approach for identifying, responding to and supporting children's individual needs in regard to SEN.
- We ensure we support and involve parents/ carers (and where relevant children), actively listening to, acting upon wishes and queries.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision's and if necessary, adjust and modify these.

## Procedure

- Each nursery has a designated Lead Special Educational Needs Co-ordinator (SENCo): **Dawn Clarke**
- The Lead SENDco's role is to provide advice and guidance to our nursery on the development of inclusive early learning environments. This may include:
  - providing advice and practical support to nursery about approaches to identification, assessment and intervention within the SEN Code of Practice
  - providing day-to-day support for setting-based SENDco in ensuring arrangements are in place to support children with SEN
  - developing and disseminating good practice
  - supporting the development and delivery of training both for individual nurseries and on a wider basis
- The SENDco works closely together and with their manager and other colleagues and have the responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.

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- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) **appendix 1** applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes
- Where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service support for parents, practitioners and volunteers.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

## Further guidance

- Special Educational Needs and Disability Code of Practice (Department of Education) <https://www.gov.uk/government/publications/special-educational-needs-sen-code-of-practice>

# Supporting Special Educational Needs & Disabilities Policy



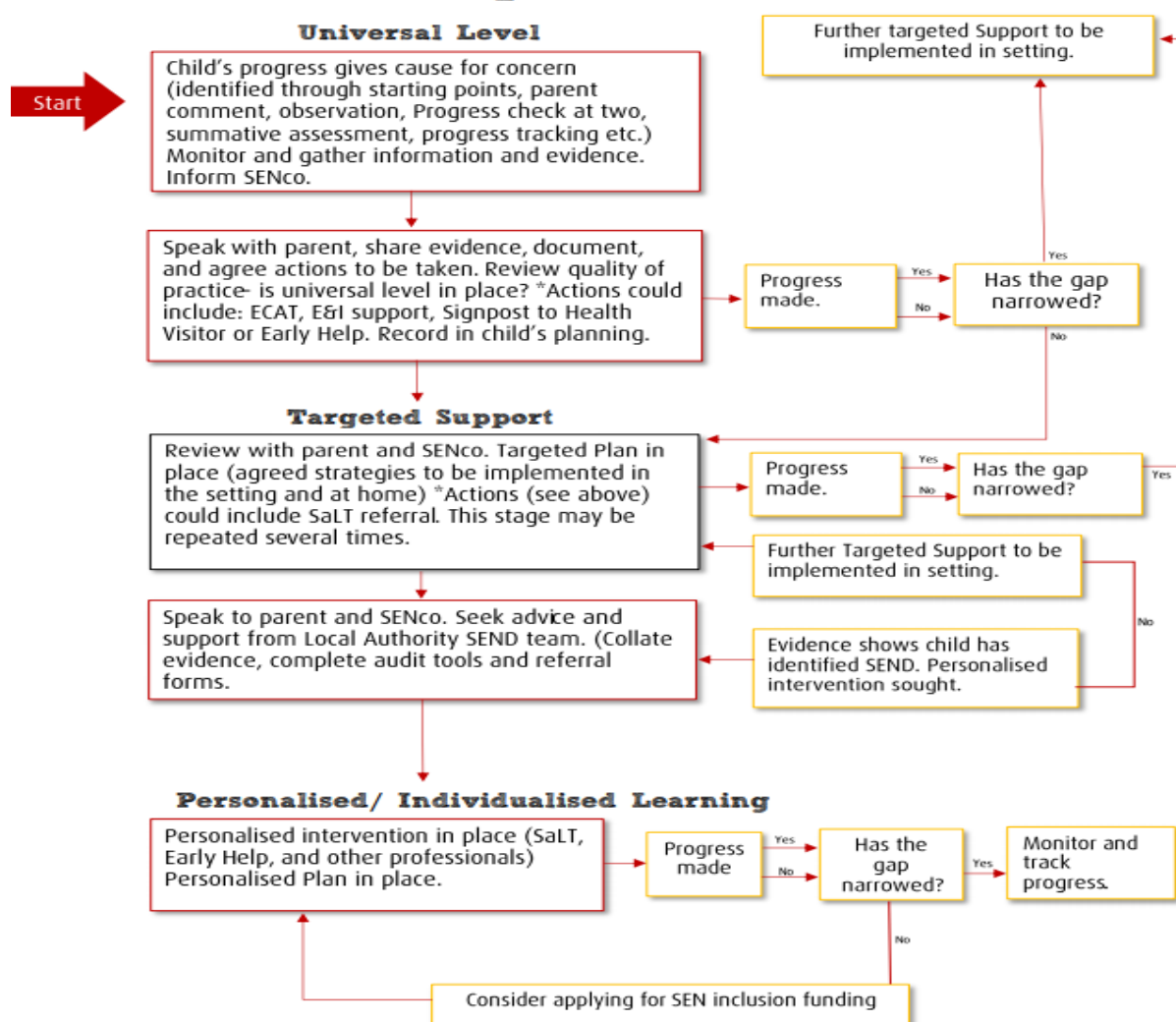
- Working Together to Safeguard Children (Department of Education) <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

## Linked Policies

Safeguarding Policy  
Graduated approach

This policy was adopted on	Signed on behalf of the nursery	Date for review
16/1/2023	<i>m khaira</i>	16/01/2024

## Assess-plan-do-review



E&I- Equality and Inclusion  
SaLT- Speech and Language Therapy  
SEND- Special Educational Needs and Disability

ECAT- Every Child a Talker  
HV- Health Visitor  
SENco- Special Educational Needs Coordinator