1. **Procedure Aim**

 The nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

The nursery believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child’s needs are unique, therefore any attempt to categorise children is inappropriate.

The nursery is committed to working alongside parents in the provision for their child’s individual needs to enable us to help the child to develop to their full potential.

.

1. **Procedure Statements**

**2.1 Local Offer**

The Local Authority publishes a list of services and resources available to children in the local communities to that offer additional support for children and their families. The purpose of the local offer is to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it. To make the provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents.

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/results.page?familychannel=0&loboolean=1&localofferagebands=1>

**2.2 Graduated Approach**

A Graduated Approach is a model of action and intervention in early education settings to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

**2.3 Broad areas of need**

**Communication and interaction**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**2.4** **Cognition and learning**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where

Children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SPLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**2.5 Social, emotional and mental health difficulties**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils’ mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

**2.6 Sensory and/or physical needs**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf blind children and young people is available through the Social Care for Deaf blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(Send Code of Practice 0 to 25 years. January 2015)

**2.7 Education Health Care Plan (EHC)**

An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment. At the end of that process, the local authority has to make a decision, either to issue an EHC Plan or not.

If the LA refuses to issue an EHC plan, the parent/young person must be informed of the reasons and that they have the right to appeal to the Special Educational Needs and Disability Tribunal.

We feel it is paramount to find out as much as possible about a particular child’s condition and the way that may affect his/her early learning or care needs by:

* Liaising with the child’s parents
* Liaising with any professional agencies
* Reading any reports that have been prepared
* Attending any review meetings with the local authority/professionals
* Regularly monitoring observations carried out on the child’s development.

**2.8** All children will be given a full settling in period when joining the nursery according to their individual needs.

We will:

* Recognise each child’s individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs and Disability code of practice: 0 to 25 years (SEND) (England) on identification and assessment of any needs not being met by the universal service provided by the nursery
* Include all children and their families in our provision. Parent partnership in referred to as Special Educational Needs and Disability Information Advice Support Service (SENDIASS)
* Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities
* Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a Special Educational Needs Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs (SEN) and the SEND Code of Practice
* Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies
* Ensure that children who learn quicker, e.g. gifted and talented children are also supported
* Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required
* Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
* Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
* Promote positive images and role models during play experiences of those with additional needs wherever possible
* Celebrate diversity in all aspects of play and learning.

**2.9** Our nursery Special Education Needs Co-ordinator’s (SENCO) is **– Angela Stubbs .**

Angela works closely with all staff to make sure there are systems in place to assess, plan, do and review for individual children, always making sure plans and records are shared with parents.

**3.0** We will:

* Designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and share his/her name with parents, details of which can be found on the wall in the nursery foyer/waiting room.
* Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals
* Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery
* Ensure that our inclusive admissions practice includes equality of access and opportunity
* Ensure that our physical environment is as far as possible suitable for children and adults with disabilities
* Work closely with parents to create and maintain a positive partnership which supports their child(Ren)
* Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education
* Provide parents with information on sources of independent advice and support
* Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with other professionals involved and meet with them to discuss the child’s needs to ensure information exchange and continuity of care
* Use the **graduated response** system for identifying, assessing and responding to children's special educational needs
* Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities
* Provide differentiated activities to meet all individual needs and abilities
* Use a system of assessing, planning, doing and reviewing. Individual Educational Plans (IEPs) for children with learning difficulties and/or disabilities
* Review IEPs regularly and hold review meetings with parents at this time
* Ensure that children with learning difficulties and/or disabilities are consulted at all stages of the **graduated response**, taking into account their levels of ability
* Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities
* Provide resources (human and financial) to implement our SEN/disability policy
* Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
* Use the Early Help framework where needed
* Provide in-service training for practitioners and volunteers
* Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies’ views, inspections and complaints. This information is collated, evaluated and reviewed annually
* Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
* Monitor and review our policy annually.

**3.1 Special Educational Needs and Disability code of practice**

It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children’s special educational needs. The Code of Practice recommends that our nursery should adopt a graduated approach to assessment. Good practice of working together with parents, and the observation and monitoring of children’s individual progress, will help identify any child with special educational needs. Our nursery has identified a member of staff as SENCO who will work alongside parents to assess the child’s strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.