

**Brambles Childcare Centre**  
**Special Education Needs Policy**

This policy represents the agreed principles for Special Educational Needs throughout the Nursery. All Nursery staff, representing Brambles Childcare Centre has agreed this policy.

### **Definition of Special Educational Needs (SEN)**

"Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them". As defined by the Equality Act 2010 for those who have Special Educational Needs and disabled children.

### **Introduction**

- ❖ This policy is in line with the revised Code of Practice.
- ❖ The Inclusion Co-ordinators are Elaine Chaplin and Tracey Goodall.
- ❖ The building is accessible for wheelchair users.

At Brambles Childcare Centre we strive to provide a broad and balanced curriculum for all children. The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the nursery.

These requirements are likely to arise as a consequence of a child having Special Educational Needs. Staff take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need 'additional' or 'different' help from that given to other children of the same age.

Children may have Special Educational Needs either throughout or at any time during their nursery development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

## **Aims and Objectives**

The aims of this policy are:

- ❖ To create an environment that meets the Special Educational Needs of each child; to ensure that the Special Educational Needs of children are identified, assessed and provided for;
- ❖ To make clear the expectations of all partners in the process;
- ❖ To identify the roles and responsibilities of staff in providing for children's Special Educational Needs;
- ❖ To enable all children to have full access to all elements of the nursery's curriculum;
- ❖ To ensure that parents are able to play their part in supporting their child's education;
- ❖ To ensure that our children have a voice in this process.

## **Educational Inclusion**

At Brambles Childcare Centre we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community. Through appropriate curricular provision, we respect the fact that children:

- ❖ Have different educational and behavioural needs and aspirations;
- ❖ Require different strategies for learning;
- ❖ Acquire, assimilate and communicate information at different rates;
- ❖ Need a range of different teaching approaches and experiences.

Staff responds to children's needs by:

- ❖ Providing support for children who need help with communication, language and literacy;
- ❖ Planning to develop children's understanding through the use of all available senses and experiences;
- ❖ Planning for children's full participation in learning, and in physical and practical activities;
- ❖ Helping children to manage their behaviour and to take part in learning effectively and safely;
- ❖ Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## Special Educational Needs

Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- ❖ They have significantly greater difficulty in learning than the majority of children of the same age;
- ❖ They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

All our children are assessed when they join our nursery, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Inclusion Co-ordinators the child's Key person will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices. The Key person will keep parents informed and draw upon them for additional information. If the Inclusion Co-ordinator, Key person and parents feel that the child would benefit from further support, the Inclusion Co-ordinator will then take the lead in further assessments of the child's needs. The Inclusion Toolkit is designed to be completed if practitioners are concerned about a child's rate of progress compared with their peers, or when some of their skills appear to be delayed. The Inclusion Toolkit assesses a child's skills within the setting in collaboration with parents or carers.

We will record the strategies used to support the child within an Action Plan. The Action Plan will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parents will be involved in the writing and review of each Action Plan.

If the Action Plan review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the nursery by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the nursery. External support services will provide information for the child and an Inclusion Wheel will be completed. The new strategies within the Inclusion Wheel will be implemented in the child's nursery setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment (i.e. a 'statement') will be made to the LEA. The Inclusion Co-ordinator will start the procedures. A range of written evidence about the child will support the request.

Some children at Brambles Childcare Centre may have significant behaviour problems. Staff use a range of strategies for dealing with difficult behaviour, but some children may require

further support. In these cases the Inclusion Co-ordinator, Key person, outside agencies and parents will create an Action Plan, clearly outlining key targets for the child to work towards achieving, as well as the strategies and support being offered to the child. At this point advice would also be sought from external support services (e.g. Behaviour Support Team (BST)). Action Plans are reviewed half-termly, with a new plan being written each term.

### **Common Assessment Framework (CAF)**

The CAF is a shared assessment and planning framework for the use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. The CAF is aimed at children and young people with additional needs who have needs that are not being met by their current service provision.

At Brambles Childcare Centre the Inclusion Co-ordinator

- ❖ manage the day-to-day operation of the policy;
- ❖ Co-ordinate the provision for and manages the responses to children's special needs;
- ❖ Support and advise colleagues;
- ❖ Oversee the records of all children with Special Educational Needs;
- ❖ Act as the link with parents;
- ❖ Act as link with external agencies and other support agencies;
- ❖ Monitor and evaluate the Special Educational Needs provision.
- ❖ Manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs;
- ❖ Contribute to the professional development of all staff.

### **Allocation of Resources**

The Inclusion Co-ordinator is responsible for the operational management of the specified and agreed resourcing for special needs provision within the nursery, including the provision for children with statements of Special Educational Needs.

### **Assessment**

Early identification is vital. Nursery staff informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The staff and the Inclusion Co-ordinator assess and monitor the children's progress in line with existing nursery practices. This is an ongoing process.

The Inclusion Co-ordinator works closely with parents and Key person to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the Nursery. The Key person and the Inclusion Co-ordinator can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LEA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

Understand the relevance and purpose of learning activities; experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff use a range of strategies to meet children's Special Educational Needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Action Plans which employ a small-steps approach feature significantly in the provision that we make in the nursery. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the nursery situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

### **Partnership with Parents**

At Brambles Childcare Centre we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs.

We have termly meetings with parents to review the progress of their children against the targets set in the Action Plans and to set new targets for the next term. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

## Child Participation

In our nursery we encourage children to take responsibility and to make decisions. This is part of the culture of the nursery and relates to children of all ages and all abilities.

The work in the nursery recognises the importance of children developing social as well as educational skills.

## Monitoring and Evaluation

The Inclusion Co-ordinator monitors the movement of children within the Special Educational Needs system in the nursery. The Inclusion Co-ordinator provides staff with regular summaries of the impact of the policy on the practice of the nursery.

The Inclusion Co-ordinator draws up Action Plans for children. The Inclusion Co-ordinator and the managers hold regular meetings to review the work of the nursery in this area.

The Inclusion Co-ordinator monitors the progress of children with Special Educational Needs termly and discusses findings with all staff and parents.

If you would like to discuss your child's special needs and support please talk to Elaine Chaplin or Tracey Goodall.

This policy was implemented in March 2013 by Elaine Chaplin

Read and agreed by \_\_\_\_\_ (for the staff) Print name \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ (committee) Print name \_\_\_\_\_ Date \_\_\_\_\_

To be reviewed March 2014