

Special Educational Needs

Since the Warnock report of 1978, it is accepted that one fifth of the general population of pupils in mainstream schools might have special educational needs of some kind during their school lives. It may also be necessary for about two per cent of these children to have statutory statements made of their needs.

Under the regulations of the **Children and Families Act 2014** and '**Every Child Matters**' the needs of every child must be at the fore front of what every provider of child care and education delivers.

The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in a typical class, can be considerable and we recognise that this exists in this nursery.

It should be noted that:

1. as appropriate, the aims and objectives of the nursery relate directly to those of the LEA and are also based on the values derived from and are guided by the requirements of the **Children and Families Act 2014** and the **SEN code of practice 2015**;
2. To be consistent with the SEN code of practice 2015 the following terminology has been used.

If a child has significant problems (physical, emotional, psychological, and medical, etc.) that hinder/prevent him/her from benefiting from the normal education provided for the majority of his/her peers (who attend mainstream nursery schools within the LEA area), then that child has a learning difficulty.

N.B. the previous definition of learning difficulty does not apply to pupils who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education.

If the child needs different or additional educational provision to that generally provided for his/her peers (who attend a main stream nursery) then that educational provision is deemed 'special educational provision'. This includes the gifted and talented child.

If through observations of a child a key worker had concerns, they would take that to the Nursery SENCO. Further observations would then take place and parents would be invited to into the Nursery to discuss this. Strategies would be put into place, these could be:-

1. Early years Action
2. Early years Action Plus
3. Statutory Assessment

Our Aims to the Child

1. To ensure full entitlement and inclusion for SEN pupils to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.
2. To educate pupils with SEN, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
3. To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education
4. To enable SEN pupils to be familiar with a body of knowledge, skills and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future, e.g. pupils should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
5. To identify and assess pupils with SEN as early and thoroughly as is possible and necessary.
6. To fully involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all agencies concerned and for a multidisciplinary approach to the resolution of pertinent issues. When considering the ascertainable wishes of the child, his/her age and powers of understanding must be considered. The support of parents and pupils is crucial if an individual education programme (IEP) is to be effectively implemented. For children under the age of three we will put together an Individual Development Plan (IDP).

7. To meet the needs of all pupils who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

Objectives

These objectives relate directly to the seven aims for SEN provision at Hanford Day Nursery and are intended to show how the structures and systems that are in place actually put the aims into practice.

1.

- A) The SENCO will monitor our annual intake to ensure that pupils with SEN (with or without statements) have not been refused admission or discriminated against because of their special needs.

N.B for pupils with statements of special educational needs the LEA determines admission, having regard to parental preference and in consultation with governing bodies.

- B) The SENCO works closely with colleagues to ensure that:

- The curriculum is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;
- It allows for differentiation according to individual needs;
- It offers equality of opportunity and access to the different areas of learning as in the EYFS standards.

This 'entitlement' curriculum is regularly reviewed to ensure that it is relevant to the children's needs, both present and future and that it is perceived as such by the children themselves and their parents.

2.

- A) The SENCO offers advice and INSET (training) opportunities to class teachers on employing differentiated teaching methods and resources. The SENCO works with the class teachers, parents and pupils in developing IEP's/ IDP's and approaches to enhancing pupil self-esteem.

- B) The SENCO and other Staff:

- Provide expertise in the education of pupils with learning difficulties;
 - Provide expertise in the education of pupils with emotional and behavioural difficulties;
 - Provide care and expertise for a small number of pupils with physical disabilities.
- C) The SENCO ensures that staff are fully informed as to the special educational needs of any pupils in their charge.
- D) The SENCO ensures that our pupils' Special Educational Needs are known to the other schools to which they may transfer.
- E) Educational provision is achieved through full integration into the mainstream school. Sensitive and creative adaptation of the curriculum may be required in order to match the activities offered to the children's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to raise awareness of staff in these issues and to support them to 'deliver' the curriculum to maximum effect. We truly support staff in the widest sense which is of crucial importance if the SEN policy statement is to be realised.
3. Staff provide a variety of experiences/activities during a session. There are opportunities for individual and/or group activities.
- 4.
- A) The SENCO offers advice and training opportunities to class teachers and others on employing teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, special needs, etc.) to have equal access to the curriculum and to experience success and enjoyment in their work. These INSET courses cover issues such as working with 'hearing impaired' children and how best to construct work sheets and differentiated materials.
- B) Sessions are conducted in a secure, supportive and disciplined manner. The pupils and the staff interact in a manner that demonstrates mutual respect. The SEN staff believes that learning takes place most effectively

in the context of a caring relationship and that a good teacher/pupil relationship fosters trust and promotes self-reliance and initiative.

- C) Staff use a reward system, e.g. Direct verbal praise, a sticker system and/or a record of achievement. This encourages pupils to work to their full potential and to experience a sense of achievement.
 - D) Safety is always a major concern.
5. The SENCO and Key Worker meet prospective pupils and parents prior to enrolment, to discuss the special educational needs of individual pupils. Specific requests for the support are also considered from various sources including parents, teachers, etc.
 6. The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents. Both the parents and the child have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents/pupil/teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral indicates that a child has SEN. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations. Once that identification, assessment and intervention have taken place. Pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual reviews and the formation and implementation of IEP/IDP. Case conferences are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and pupils of the 'points for action' and any decisions made during the case conference.

**NB: the SENCO's at Hanford Day Nursery are:
Mrs Heaton & Hayley Balderson**