

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Mission Statement

Cubs Corner Nursery is committed to the inclusion of children and adults with special educational needs and disabilities. We believe that children with special educational needs and disabilities have the right to be educated and to develop to their full potential alongside other children. We commit ourselves to have strong parent partnership to ensure a child's development is monitored and evaluated easily.

Aim

- Cubs Corner Nursery aim to meet every child's individual needs to help them reach their full potential.
- We aim to liaise and establish good links with other professional networks and outside agencies.
- Provide support for children (and their parents) that has special educational needs/are disabled within the setting.
- Provide the support for adults who are disabled/have a special need within the setting.
- To challenge inappropriate attitudes and practices.
- To promote diversity and differences and encourage children to value and respect others.
- We commit to work jointly to improve communication and coordination between parent/carers, the setting and other agencies.

Named SENCO

Ghazala Kausar

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Admissions arrangements:

(Look at admissions and induction policy)

- All children welcome
- Inclusive practice
- Individual child's needs discussed with parents/carers.

Paper work includes:

- Contact information
- "all about me" information
- Medication information
- Medical consent form
- General Practitioner details
- Permission to contact outside agencies
- Dietary requirements.

Flexible settling in arrangements:

We give opportunities for children to do trial sessions prior to admission to help children settle in to the nursery and children's preferences are discussed with parents beforehand. Parents are given plenty of information on nursery routines and their views are respected, valued and carried out. Parents are welcome to stay with their child until s/he feels settled and comfortable in the nursery. We can provide access to information in additional ways such as sign language. Setting staff will receive regular updates and training and reasonable adjustment will be made.

Partnership with Parents

- All information will be kept confidential and parental permission will always be of paramount importance.
- As much information on the child's social history, medical needs and support for family is obtained.
- We adopt an open door policy as parents views are valued and respected.
- Parents are welcome to request informal or formal meeting with staff at any time.
- We have areas where parents can talk in confidence and privately.
- Information on SEN parent partnership is available, the phone number for the SEN parent partnership service and Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is 0121 303 5004.
- Cubs Corner nursery has complaints policy and procedure for parents.
- We have multilingual staff who are happy to translate in many community languages
- Direct parents to Local Offer
- Providing short breaks for eligible (Midland Mencap Eligibility criteria) children during holidays.
- Support parents in making decision regarding schooling by visiting different settings with them.

Facilities, Staffing and Training

In reference to the Equality Act (2010) we have made the following reasonable adjustments:

- There is a ramp available by the main entrance to the building.
- Onsite parking facilities for disabled parking.
- We have an "open door policy" for parents to come and discuss their children's needs and staff is available everyday to discuss any concerns.
- We have a parent's notice board to give up to date information regarding SEN and disability.
- All information given by parents and carers is treated in confidence.
- We display details of the parent partnership services.
- We will endeavour to access the individual needs of children in our care and do our best to facilitate them.
- Where possible we would adapt the environment to meet the needs of the child and adults.

Staffing and Training:

- We recruit qualified staff that hold relevant childcare qualification and have necessary skills/abilities which are consistent with the nature of their duties and responsibilities.
- We operate a key person system as required by Ofsted and follow the guidelines of adult child ratio 1:8 for the 3-5 Year olds, 1:5 for the 2-3 years old.
- We have additional adult support who works with child at 1-2-1 basis for extra support when needed.
- We have a named L3 SENCO who attends regular staff meetings to share new information and feedback from courses and trainings to review meetings.

Resources, Curriculum and Learning Environment

Appropriate resources will be used in conjunction with meeting the child's individual needs.

- All children have access to the Early Years Foundation Stage Curriculum at an appropriate level.
- We provide resources that help and promote positive images of people with special educational needs and different abilities e.g. books, dolls etc....
- We review our resources regularly and try to meet the individual needs of the children.

- The environment will be adapted in conjunction with the early years foundation stage aims and goals-individuals plans/play introduces when appropriate.
- Differentiation of activities to meet children's individual needs – how activities and resources can be adapted are recorded on planning.

Learning Environment

- Different language and format signs displayed in the nursery.
- We differentiate activities to meet children's individual needs.
- Quiet area is available for children to play.
- Children have access to all resources.

Identification and Assessment

We are aware of the Code of Practice 2014 in the identification and Assessment of Special Educational Needs and provide appropriate learning opportunities for all children. This is achieved through:

- Observation of children, written record, photograph, participation sheets, SEN and Early Support Plan (SEN+ESP), early support summary profile when necessary.
- Key person alerts the setting-based SENCO.
- The setting-based SENCO oversees a period of detailed observation and assessment (Early Years Summary Profile - EYSP)
- The child's needs are met using an individual plan as specified in the Birmingham Graduated Responses to the SEN Code of Practice 2015.

Children's needs are met using an individual plan – SEN and Early Support Plan which specifies:

- Targets/activities/experiences which are over and above those routinely provided
- Method and frequency of delivery
- Person responsible
- Be included in room planning
- Child's views and interest are considered.
- Consider the needs of other children in the setting.
- Where applicable it is linked to Early Years Family Service Plan.

Monitoring and Ongoing Process:

- An awareness of the different methods of assessment and implement them. All staff will carry out observations and assessments of children.
- All observation and assessment will be treated with the strictest confidence.
- These will form part of the children's profile and will be given to their next setting.
- The information will be shared with parents.
- We will take children's feelings in consideration and their views will be sought and incorporated.
- We work alongside outside agencies and we will ask them for advice and support if necessary, we will always ask parents' permission to do so.

Links with Support Services and other Agencies

At Cubs Corner nursery we will seek support and advice from outside agencies, including the Area SENCO Team and other professionals with parental consent. We work in conjunction with the local community network, which promotes Inclusion Support and Early Intervention. All reports and

assessments are available to parents and other professionals with consent. The setting based SENCO receives support and advice through the Early Years Development & Childcare Partnership from an area SENCO Team. If child requires 1-2-1 support ISEY funded is available for individual child meeting the criteria.

Consent, Confidentiality and Record Keeping

Consent

- Parental consent is sought to refer and to discuss a child and share records and reports with outside agencies.
- Parents are encouraged to share and update information contentiously.
- Only relevant staff and those with parental consent are allowed to access information about a child.

Record Keeping

- All records relating to the child's additional needs are held in a 'Record of Additional Support' this includes:
 - A summary of the Birmingham Graduate Response
 - A record of parental involvement
 - Record of involvement of outside agencies
 - Individual plan, monitoring and review paperwork
 - Copies of any additional assessment and records.
- The record of additional support is held in a secure place within the setting.
- Parents can request to access the information.

Transition

- Parental consent is sought to transfer any information and relevant paperwork when child moves to another setting.
- We retain a copy of SEN & Disability records before passing them on.
- Child's records are kept in the setting until their 25th Birthday.

Complaints

- We encourage parents to resolve concerns with the SENCO or the Manager.
- Parents may wish to consult the Parent Partnership Service/SENDIASS.
- Complaints are dealt with in line with our Procedural Complaints policy.

Monitoring and Reviewing the Policy

The policy will be reviewed in response to changes in legislation and within the setting. The SENCO will review the policy annually and be responsible for making sure the policy is carried out within the setting liaising with the groups and individual staff.

This Policy was adopted by Cubs Corner Nursery on (date): August 2024

Signed by: Ghazala Kausar

Position: Nursery Manager