

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

We believe that every child should have the opportunity to reach their full potential and that children are best supported to achieve these outcomes within a collaborative learning environment (within a working partnership with the child, parents, the Setting and professional agencies) to ensure each child is offered a consistent and effective programme that will meet their unique needs.

This document is drawn up in accordance with the revised Code of Practice and Special Educational Needs and Disability Act 2001 and acknowledges the guidance therein.

The Setting believes that all children have the same right of access to the curriculum. Provision for pupils with Special Educational Needs is an integral part of curriculum planning and is therefore the responsibility of all our staff.

The Directors of Eaton Mill Nursery are committed to the notion of Special Educational Needs across the curriculum. To this end they will appoint one of their managers who will also obtain the role of Special Educational Needs Co-ordinator (SENCo) to monitor the implementation of the policy.

Aims

- To deliver a broad, balanced, relevant learning environment as a right for all children at Eaton Mill Nursery.
- To ensure that age, gender, race, creed or individual needs do not constrain any learning opportunities.
- To assist all staff in supporting individual children's needs.
- To encourage parents as partners in the learning process for their children.
- To develop, in all children, self-confidence, self-esteem and respect for others.
- To provide thoughtful, sympathetic assessment and monitoring to evaluate and use as a tool to extend the children's learning in the Nursery in line with the Early Years Foundation Stage.
- To accommodate different learning styles by providing a holistic approach.
- To celebrate notable achievement by all children.

Admissions

Due to the nature of our resources and the split-level design of the site, our setting is best suited to meet the needs of children who do not require specialist support for severe learning, medical or mobility difficulties.

Behaviour

Eaton Mill Nursery's policy on behaviour incorporates a code of practice by which all children, parents and staff abide. The policy sets out in detail the expected code of behaviour, rules of the Setting and procedures for supporting and managing children demonstrating challenging behaviour.

Medical

The Setting monitors the wearing of hearing aids and glasses and the taking of medication for chronic conditions.

Special Educational Needs

According to the Education Act 1996, a child is defined as having a Special Educational Need if s/he has a difficulty which calls for special provision to be made for him/her.

- A child has a Special Educational Need or Disability if s/he has significantly greater difficulty in learning than the majority of children his/her age.
- A child has a Special Educational Need or Disability if s/he has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided in nursery for children of the same age.
- A child has a Special Educational Need or Disability if s/he displays behaviour and/or emotional difficulties which prevent or hinder him/her from full participation in the setting.

Any child may have a Special Educational Need at some time whilst at Eaton Mill Nursery. This may be temporary due to, for example, emotional trauma, long-term absence, frequent change of environment or temporary medical problems. For other children their Special Educational Need will require specific provision over an extended period of time.

Specific provision for children might include:

- In- setting support
- Activities differentiated to meet the needs of the individual child
- The need for individual education plans
- Application of learning resources
- Appropriate methodology
- A supportive environment
- Use of a variety of resources to allow full access to the Early Years Foundation Stage as appropriate
- Support and advice from parents and outside agencies.

This list is not exhaustive and will be determined by each child's specific need and context.

Inclusion

All children, save those with severe needs as set out under the Admissions section of this policy, including those with Special Needs, will be fully integrated into the Setting structure. Eaton Mill Nursery requires all staff to take responsibility for every child in their care by providing broad, well balanced and differentiated activities, encouraging and supporting all children to fulfil their potential.

Identification, Assessment, Recording and Reporting

Procedures for identifying, assessing, recording and reporting children's progress are a continuous and systematic aspect of the education at Eaton Mill Nursery. In respect of children with Special Educational Needs the Setting follows Milton Keynes Council's guidelines and will support accordingly with an array of resources (involving outside agencies) or, when appropriate, a request for statutory assessment will be made.

Multi Agency Collaboration

Eaton Mill Nursery works closely with other professional agencies including EYDCP, Area INCo, Children's Services, Health Visitor, Speech and Language Therapists, Milton Keynes Council specialist teachers to include teachers for the Visual and Hearing Impaired, School Nurse, Educational Psychologist, Women's Aid and when appropriate, Common Assessment Framework (CAF) will be introduced.

SEND Personnel

Staff Responsibilities

Nursery Manager
Nursery SENDCo / Deputy Manager
Consultant SENDCo

Amie Stevens
Jess Weeks
Michael Classon