

Policy for Special Educational Needs

Weston Way Nursery School

This policy is a whole setting policy. We aim to secure the best possible provision for all children as individuals. This approach means that every effort is made to promote a positive climate within the setting that recognises the right of children with special educational needs not to stand out from their peers.

Our Nursery is a Local Authority provision for children between the ages of 3 and 4 years old.

We believe that the 'purpose of education for all children is the same... but the help individual children will need will be different'. (Warnock 1978)

Consequently our aims are:

- *To identify a child with special educational needs as early as possible.*
- *To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive.*
- *To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.*
- *To develop skills in identifying children with learning problems and construct suitable programmes of work.*
- *To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.*
- *To have a programme of support and referral that will enable children to receive the help they need quickly and effectively.*
- *To inform parents of the needs and progress of their child and to work in partnership with them.*
- *To take into account the wishes of the child relevant to their age and comprehension.*

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age or

have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Special educational provision means educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age.

Arrangements for co-ordinating provision:

The nursery has appointed a special educational needs co-ordinator who is responsible for co-ordinating special educational provision within the school. She will provide support and advice to staff, liaise with the local authority and external agencies and monitor and develop special educational needs provision.

Identification, assessment and review arrangements:

Practitioners are responsible for the learning and development of all the children within their care, including those with special needs. It is the practitioners' responsibility to assess and identify children with special needs and notify the special needs co-ordinator, who will support the practitioner in setting up appropriate strategies and programmes of work. The nursery is working towards refining skills and procedures that will aid in the early identification of children with special needs. Reviews are undertaken in consultation with the special needs co-ordinator, practitioner and parents.

Integration and access to the early years' curriculum:

In order to minimise social discrimination against children with special needs, Weston Way Nursery has opted to arrange the pupils in mixed ability groups, but to aid differentiation in meeting children's learning needs, children are taught in ability groups within their overall group when it is appropriate.

We undertake to ensure that children with special needs have access to the full breadth of the early years' curriculum by the use of such strategies as flexible grouping of children, adapting timetables where appropriate, and the sharing of resources and expertise where beneficial. Where appropriate and possible staff are flexible about organising and

managing groups to increase support available to children with special needs. We also aim to extend and develop skills and resources that will aid differentiation to meet each child's specific requirements within all areas of the early years' curriculum.

Resources

We provide specific aids to learning when appropriate. We provide differentiated learning resources as necessary. We organise our rooms to ensure access to resources is appropriate to all the children's needs.

Weston Way Nursery recognises the need to provide the maximum amount of assistance for children with special needs within budgetary limitations. Assistants are provided to support children within their groups and individual practitioners undertake to deploy any such assistance in the most beneficial way. When learning support is available priority is given to the promotion of literacy and numeracy. However, we aim to remain as flexible as possible in meeting the differing needs of children and may use learning support in other areas when appropriate.

Parents in partnership

We recognise the importance of effective dialogue between staff and parents. Parents are consulted and kept informed of their child's progress at every stage and are welcomed into the nursery to support their child's learning.

Weston Way Nursery's special needs policy is laid out in the Nursery's prospectus.

Should any parent be dissatisfied with the Nursery's efforts on behalf of their child, they will be referred to the special needs co-ordinator and/or the headteacher so that the situation can be investigated and if necessary improved.

A member of the Governing body of the nursery is named as having a particular interest and responsibility for special educational needs and complaints can be taken to him/her if necessary.

Liaison with pre-schools, schools and agencies

The records for any child with special educational needs within the nursery will be passed, with the parent's permission, to their primary school. Additionally, there are regular liaison meetings between the special needs co-ordinator and the SENCOs at the primary schools to which the children move on. Specialists from external agencies are used to support the progress of the children.

Training

Regular staff meeting time is allocated to the discussion and development of special needs within the nursery school with appropriate in-service training for staff.

Admission arrangements

Admission arrangements for children with SEN are the same for all the children. They are in line with Hertfordshire local authority nursery admission arrangements.

Complaints procedure

By appointment:

In all Hertfordshire Schools

- To the Headteacher
- To the Chair of Governors
- To the Authority
- To the Secretary of State

The Conciliation, Advice and Appeals Service will be able to give you advice about matters dealt with by schools.

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