

Special Educational Needs Policy

Aims and Objectives

The staff of the Federation aim to provide inclusive experiences for all children, including those with Special Educational Needs and to work in accordance with the requirements of the new SEN Code of Practice, September 2014.

- We believe that every child has an equal right to high quality care and education. Settings will endeavour to ensure all children have the opportunity to participate in the full range of activities on offer and that their individuality and potential will be recognised, valued and nurtured.
- The Federation encourages positive partnerships with parents, through sharing of information and education plans, as well as visits and informal conversations.

Admissions

Children are admitted in accordance with Cambridgeshire County Council's nursery school admissions policy. For children with an identified special need and /or disability, we invite parents to give us further details of professionals involved with their child.

Monitoring and Identifying Needs

It is the intention of the Federation that the needs of all pupils are identified and met properly. In line with the SEN Code of Practice 2014 we recognise the importance of the early identification of special educational needs and disabilities. The monitoring of individual children's progress throughout the time they are with us is essential. We monitor progress through on-going observations, effective assessments and tracking of progress and planning to meet children's individual needs. We work in partnership with parents at all times and will discuss their child's progress with them and keep them fully informed of strategies being used to achieve agreed targets. Any concerns are shared with staff on a 'need to know' basis. Progress is tracked and Targeted Support is reviewed termly.

The Keyworker and SENCo will work together to devise all necessary intervention programmes based on best possible practice. In doing so the feelings and wishes of each child will be taken into account wherever possible. Similarly parents and other professionals will be fully consulted in developing the programmes to ensure partnership working.

The SENCo will report annually at the Governors Meetings on the effectiveness of the SEN provision; this report will be drawn up by the SENCo and Designated Governor for Special Educational Needs.

Provision

Provision for each child with SEN will match the nature of a child's needs based on Targeted Support.

Partnership with Parents

Staff across the Federation recognise and respect the fact parents are the child's prime educators and work actively to ensure full participation in their child's schooling by:

- Respecting the perspectives and experiences a parent brings, and the parent's knowledge of their child.
- Ensuring openness in working together and being aware of the need to keep all channels of communication accessible.
- Recognising and respecting the pressures that the parent may be feeling and undergoing.
- Ensuring the full parental permission is given before the involvement of other colleagues/ professionals/ areas of support is accessed.
- Ensuring parents are aware of support groups within the LA and voluntary sector.
- Enabling parents to feel comfortable about communicating with school and staff.
- Support parents with the continued use of successful strategies at home.

Every effort is made to identify how best to support parents with practical help and emotional support.

The Local Educational Authority has set up SENDIASS, previously Parent Partnership, to help, advise and support parents independently.

Contact details: pps@cambridgeshire.gov.uk

Complaints Procedures

If parents have any complaint about the special educational provision for their child or about special needs provision in general they should:

- Speak in the first instance to their child's Keyworker or the SENCo.
- If the matter is not resolved they should speak to the Head teacher or to the chair of the governing body. The complaint will be investigated and they will be contacted within 5 school days.
- If the matter continues to be unresolved it will be referred to the special needs governor who will consider the complaint at the next full governors meeting and contact the parents within 5 school days from the date of the meeting.

Pupil Participation

Staff are committed to the principle of seeking and taking account of the ascertainable views of each child. We recognise that it may not be easy to ascertain the views of such young children by asking them, but we attempt to do so through observation, listening to the child and talking with parents and other professionals.

Resources

The Governors and Head teacher will manage the funds allocated by the Local Authority to meet the needs of children in the Federation with special educational needs. The Governors require the Head teacher and the SENCo to ensure the optimum use is made of resources.

Support staff and equipment may be used for the benefit of other pupils, providing there is no disadvantage to the pupil whom they are nominally allocated.

Role of the SENCo within the Federation

The role of the SENCo is clearly outlined in the formal job description for this post.

In addition the SENCo will also manage the Learning Support Assistants to ensure there is a cohesive and supportive team working with the children.

The SENCo will ensure that Keyworkers have opportunities to work closely with their named SEN children in order to assess and record progress. Profiles will be updated and targeted support reviewed in a collaborative process.

The SENCo will continue to maintain an SEN register and will ensure all children with additional needs are given appropriate support to ensure progress.

Inclusion

When making admissions the schools will assess facilities and resources to ensure access for all. The Head teacher and SENCo will liaise to monitor the availability of funds for support workers, ensuring equal opportunities for children with Special Educational Needs.

Formal Annual Reviews will be held for children with Education, Health and Care Plans, as required by the SEN Code of Practice, September 2014.

Transfer from nursery to school

Transfer programmes including Transition Meetings with receiving schools will be implemented. The SENCo will co-ordinate close liaison with staff at a child's future school to ensure they are fully informed of the child's needs and the current provision. In addition all documentation will be passed on to the future school.

Making Contact:

Special Educational Needs Co-ordinators

Colleges Nursery – Gill Learmond (01223 712168)

Brunswick Nursery- Vicky Bliss (01223 508790)

Inclusion Governor: Kimberley Rayson

The Cambridge Nursery Federation Governing Body is committed to promoting quality and diversity, providing an inclusive and supportive environment for all. We are committed to equal opportunities and the promotion of non-discriminatory practices in all aspects of work undertaken within the Federation.

The Governing Body is committed to safeguarding and promoting the welfare of children. We expect and require all members of the school community to share this commitment.

Date: Summer 2016

Review: Summer 2019