Children with Additional Needs Policy.

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| Wales: NMS |
| 4.1-4.11 |

Meithrinfa Sêr Bach believes that no child, individual or family, should be excluded from the nursery’s activities because the child has additional needs or disabilities as defined by the Children’s Act 2010 and/or Education Act 2011.

All children will have an equal opportunity to attend where vacancies allow and parents wish.

We recognise that all children have individual needs, including those needing extra support or challenges for very bright children, and whilst these are met, we do encourage a collective integration of all abilities. This is obtained by providing a stimulating environment and the care given by the staff is aimed at encouraging the development of knowledge, skills and general understanding, confidence, independence and self-reliance and self-esteem. We will:

* Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
* Encourage children to value and respect others
* Challenge inappropriate attitudes and practices
* Promote positive images and role models during play experiences of those with additional needs wherever possible
* Celebrate diversity in all aspects of play and learning.

In order to meet the needs of each individual we will:

* Evaluate our physical environment and ensure that we meet all of the requirements, including access to toilets and other facilities, the need for special indoor and outdoor equipment and layout of rooms.
* Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
* Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need
* Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required.
* Evaluate our training needs.
* Create an action plan.
* Monitor our progress at our regular staff meetings. We will also use this time to discuss and implement any reasonable adjustments that may be needed for any child ready to join the setting.

Early identification and intervention are paramount to us, and therefore we have a system for observing and keeping records of the children's progress on an individual basis and so needs are quickly identified.

Our SENCO (Special Educational Needs Co-ordinator) Cheryl Thomas and the child’s key worker are responsible for liaison with parents and other professionals in connection with special needs. Advice and support is given to other practitioners in the setting and will ensure that P.Ps (Personal Plans) are in place, all relevant background information is up to date and present information is collected, recorded and updated.

No information will be exchanged or outside agencies contacted without the parent's permission. Parents are asked to contribute to the Personal Plans. Children who are able to form views have the opportunity to express their opinions and their wishes will be taken into account where possible.

Special educational needs code of practice

The nursery has regard to the statutory guidance set out in the Special Educational Needs code of practice (DfE 2001) to identify, assess and make provision for children’s special educational needs. The Code of Practice recommends that our nursery should adopt a graduated approach to assessment through Early Years Action and Early Years Action Plus. Good practice of working together with parents, and the observation and monitoring of children’s individual progress, will help identify any child with special educational needs. Our nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child’s strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Early Years Action

Where a practitioner or SENCO identifies a child with special educational needs, the nursery will assess and record those needs and provide a number of key actions to help the child. As part of this process the nursery will consult with parents and seek any additional information from professionals. The targets for the child, any teaching strategies or changes to provision are set out in an Individual Education Plan (IEP). The plan will be continually under review in consultation with the child and his/her parent(s).

Early Years Action Plus

This is where a practitioner or SENCO, in consultation with the child’s parents, decide external support services are required, usually following a review of the IEP. The nursery will share its records on the child with those services so that they can advise on any IEP targets and appropriate strategies to help the child.

**Statutory assessment**

If the help given through Early Years Action Plus is not sufficient to enable the child to progress satisfactorily, it may be necessary for the nursery, in consultation with the parents and any external agencies already involved, to request a statutory assessment by the local authority. This may lead to the child receiving a statement of special educational needs.

Once every six weeks a meeting will be held between the nursery and parents to ensure the child’s needs are being met. They will be kept informed daily of their children’s progress through the Interactive Diaries.

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| **This policy was adopted on** | **Signed on behalf of the nursery** | **Date for review** |
| *March 2014* |  | *March 2015* |
| *March 2015* |  | *March 2016* |
| *March 2016* |  | *March 2017* |
| *April 2017* |  | *April 2018* |
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