



Special Education Needs Policy

Version 4

This policy is applicable to all Minibugs Nurseries sites and has local information relevant to **Minibugs Nurseries XXX**

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Aim of the Policy

At Minibugs Nurseries we believe that all children have a right to be cared for and educated alongside their peer group and that their special needs should be met within the nursery in an inclusive way. All children and their families are welcome at Minibugs.

This policy is written to reflect the ethos of our Nursery and in consideration of the Special Educational Needs and Disability (SEND) code of practice: 0-25 years (DfE 2015).

1. Target Group for this Policy

Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students and all staff. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups; Travellers; and any other diverse cultural groups.

It also includes those with English as an additional language and Children in Public Care (Looked after Children). Those with specific medical needs; suffering from low self-esteem; or experiencing mental health difficulties are also included.

It also incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

2. Aims

- All children have a right of full access to Early Years Education through the Early Years Foundation Stage Framework.
- All children have a right to expect to learn in a caring and considerate environment where the staff and the children are all valued for their contribution to nursery life
- Minibugs is committed to the early identification of children with additional needs / Special Educational Needs and Disability (SEND) and to adopting clear and open procedures which are outlined in this policy
- Minibugs is committed to working closely with parents who are fully involved in all decisions that affect their children's education
- Minibugs will provide, within available resources, the highest possible quality support and inclusive education for children with SEND

3. The role of the Special Educational Needs Coordinator

Since September 2001 it has been a requirement for all settings, who are registered for the Nursery Education Grant, to appoint a named setting based Special Educational Needs Co-ordinator (SENCO).

Each setting is also required to develop and implement a Special Needs/Inclusion policy which reflects the aims and practice of the setting and which supports inclusion.

The Fundamental Principles of the Code of Practice are as follows:

- A child with individual educational needs should have their needs met.
- The specific educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with specific educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate Foundation Stage curriculum.

3.1. How we support children with individual educational needs

To co-ordinate procedures for children with individual educational needs, we have a named Special Needs Co-ordinator who is _____

Their qualifications are:

Where appropriate we also have a Special Educational Needs Ambassador in each of our settings who will provide support to the Designated SENCO in completing duties that ensure the learning and development needs of all children are met.

The setting Special Education Needs Ambassador is _____

_____ ensures that Special Educational Needs is an agenda item at monthly staff meetings. This time is used to feedback on any changes in the setting for inclusive practice and any targets that are appropriate for all staff members to incorporate into their daily routines. Special Educational Needs training is cascaded at staff meetings and r updated as and when required based on individual needs and that of the cohort date to ensure all staff knowledge of SEN is up-to-date.

The role of the Special Educational Needs Coordinator alongside the Ambassador at Minibugs is to:

- Work with other staff to agree and implement the Special Educational Needs Policy
- Co-ordinate the Special Educational Needs provision within our setting
- Offer support for parents

- Support staff development
- Liaise with other agencies
- Keep appropriate records
- Assist staff in making observations and assessments
- Assist staff in planning for children with Special Educational Needs
- Contact appropriate external agencies for advice and support
- To include any child with any form of additional educational need
- To meet those needs and help the child to progress developmentally through the Foundation Stage Framework, differentiated where necessary to meet individual needs
- To assess all children in our care and to monitor progress and identify areas where development and/or progress is a cause for concern
- To observe children and advise parents where we feel there may be a concern which requires medical diagnosis and treatment, such as a sensory impairment
- To continue to include any child currently attending who has a recognised special educational need while in our care, by seeking support from within our own Company's settings and outside settings where appropriate
- To prepare individual plans that outline additional targets for a child, over and above those defined in the Foundation Stage Framework.
- To suggest ways in which parents can support their child's progress at home
- To complete relevant referral paperwork alongside the child's parents and key worker. For example, an Education and Health Care Plan (EHCP).

Our Admissions Policy clearly outlines criteria for admission to the Nursery and this applies to all children, regardless of educational need.

Minibugs aims to work in partnership with parents and other agencies which may be involved with a child. In doing so we undertake to circulate information to involved agencies where this is relevant. Information shared in this way will be copied to parents at the same time. The Nursery relies heavily upon parents to inform them of all other agencies involved with their child as such information may not necessarily be known by the Nursery. We will not contact other agencies without parental consent, unless there are concerns about child protection.

4. Transitional Arrangements

When we know the next setting which a child will attend, we aim to liaise with them in order to make a smooth transition. We will pass our observations, plans and assessments to them to enable a child's progress to be monitored effectively. We will not, however, pass on any information about a child to any other agency, without parental permission, and this is sought verbally and followed by a written pro-forma for parents to sign.

5. Accessing Additional Support

Practitioners utilise the Development Matters Framework in order to identify checkpoints of learning and development. If there is a shared concern between the child's parents and key worker, then parents will be invited into nursery to discuss an individualised plan of action. This will include the Special Educational Needs Ambassador where the setting has one in place or the child's key worker beginning to collate observations relating to the child's learning needs. At this point a number of tools are accessible to the nursery to help gather relevant observations, for example ABC Tracker, Developmental Journal, Locke and Beech Tracker and Sensory Processing Checklist to name a few. This will add to the Assess, Plan, Do Review cycle and enable the nurseries SENDCO to seek further help and support from relevant outside agencies. Throughout the entire process parental consent will be sought and they will be consulted and kept informed at all stages.



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