



Greenfield Nursery School

Special Educational Needs Policy

Aim

Greenfield Nursery School aims to promote achievement and success for all, so that children become confident learners who actively engage with the learning opportunities in our rich and stimulating environment. We understand that children develop at different rates and have unique and individual learning styles. Through observation and monitoring we aim to provide learning opportunities that match children's developing needs, learning through first hand practical experiences. We celebrate and record children's strengths and encourage a positive self image. Parents/carers play a vital role in supporting their child's education; we actively encourage communication and partnership when working with all parents to support children's next steps.

Staff at Greenfield Nursery School intend that:

- We Identify the needs of children with SEN as early as possible
- Children's learning and emotional needs are observed, supported and extended by staff working in partnership with parents (EYFS 2014)
- We work within the guidance provided in the Special Educational Needs and Disability Code of Practice: 0-25 (2014)
- Staff and parents work together to support children through developing Learning Plans, that will be reviewed regularly to ensure need is matched to provision and adapting as necessary
- Staff provide a school environment where children feel safe and valued
- We have a whole school approach to the support of SEN
- We have a named Special Needs Co-ordinator (SENCO)
- Staff work in partnership with other agencies to meet individual needs and develop provision on site
- In line with the Equality Act (2010) we aim to make *reasonable adjustments* to provision, promote inclusive practice and remove barriers to learning
- We monitor and review our policy, practice and provision and adjust accordingly

Every Teacher is a teacher of every child or young person including those with SEN.
(Teachers Standards 2012)

Procedures

In line with the SEN Code of Practice (2014) we have a designated member of staff to be the Special Educational Needs Co-coordinator (SENCO).

The named SenCo for Greenfield Nursery School is:

Jackie Daley

- Provision for children with Special Educational Needs is the responsibility of **all** staff and **all** children have a named Key Person
- Our admissions practice ensures equality of access and opportunity
- We provide a broad and balanced curriculum, differentiated to be inclusive and meet all children's needs
- We use the Graduated Approach for identifying children who may need SEN Support, through *Assessment, Plan, Do and Review*.
- Parents are informed at all stages of the process and are encouraged to share their knowledge of their child's needs
- Through the Graduated Approach a child may be identified as needing SEN Support, with parents' agreement a Learning Plan will be written to support next steps.
- The child's details are placed on the school/centre SEN register, outlining needs, individual targets and links with outside agencies.
- Parents, and where possible the child will be fully involved in developing and reviewing the Learning Plan
- We have a system for assessment, planning, provision and reviewing provision for children with SEN
- We provide relevant training for staff as appropriate
- We have systems in place for working with other agencies through, Early Support, Common Assessment Framework (CAF) and the Education Health Care plan (EHC) process
- We ensure effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Learning Plan reviews, staff and management meetings, parental and external agency views, inspections and complaints. This information is collated, evaluated and reviewed annually
- We provide a complaints procedure
- The policy is monitored and reviewed annually

Roles and responsibilities of Headteacher, staff and Governors

All staff are responsible for helping to meet an individual's special educational needs and for following school procedures for assessment and adapting provision accordingly.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for children with SEN.

The **Headteacher** has responsibility for:

- * The management of all aspects of the school's work, including provision for SEN
- * Keeping the governing body informed about SEN issues
- * Ensuring the implementation of this policy and the effects of inclusion policies are monitored and reported to governors

The **governing body** will ensure that:

- * Appropriate provision is made for children with SEN
- * Parents are notified if the school makes a decision to provide special educational needs provision for their child
- * Children with SEN are included in all school activities as far as practical and compatible with their needs
- * They are kept fully informed of SEN issues, so they can play a part in school self – review
- * The quality of SEN provision is regularly monitored
- * They are involved in the development and monitoring of this policy

The **Special Educational Needs Co-ordinator** (SENCO) is responsible for:

- * Overseeing the day-to-day operation of this policy
- * Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- * Advising and supporting colleagues
- * Ensuring parents are closely involved throughout and that their insights inform action to be taken by the setting
- * Liaising with professionals or agencies beyond the setting, coordinating meetings and provide a link between agency, staff and parents
- * Monitor assessments and observations to ensure robustness
- * Liaising with class teacher to coordinate provision for SEN
- * Maintaining the schools SEN register and records
- * Contributing to the in-service training of staff
- * Liaising with SENCO's in receiving schools/settings to provide smooth transitions

Key person responsibilities:

- * Include all children in the group by providing a differentiated approach
- * Ensuring robust assessment through Learning Journal observations & IAELD assessment
- * Making themselves aware of the procedure for identifying SEN – Assess, Plan, Do, Review
- * Give feedback to parents during parent consultations

Reggie Enti		Deborah Harrison	
Chair of Governors		Headteacher	
Reviewed 21.03.17			