**St Petroc’s School Nursery**

**9.2 Supporting children with special educational needs and disabilities**

**Policy statement**

At St Petroc’s School Nursery, we provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

* We have regard for the Special Educational Needs and Disability Code of Practice (2015).
* We have in place a clear approach for identifying, responding to, and meeting children’s SEND.
* We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
* We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families. Dependent on the individual needs of the child, this may include referrals to:
* Early Help Hub
* Speech and Language (SALT)
* Occupational Therapy/physiotherapy
* The Early Years Inclusion Service
* Health Visiting Team
* Portage
* We regularly monitor and review our policy, practice and provision and, where necessary, make adjustments.

**Procedures**

* We designate a member of staff to be the Special Educational N**e**eds and Disabilities Co-ordinator (SENDCO) and give her name to parents. Our SENDCO is: Tahira White

and our Deputy SENDCO’s Samantha Calvez and Victoria Moore

* The SENDCO works closely with the deputy manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational and Disabilities Needs Policy and for co-ordinating provision for children with SEND.
* We ensure that the provision for children with SEND is the responsibility of all members of the setting. An SEND audit is carried out in both rooms to ensure universal and additional support is available for example, visual timetable for whole group as well as for an individual child. Spot timers, traffic lights, For those children who require the additional support a choosing board, now and next boards are put into place.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We provide a broad, balanced and differentiated curriculum for all children.
* We apply SEND support to ensure early identification of children with SEND. We use the ECAT sheets to identity gaps in speech and language skills. A developmental journal is completed when a child has been identified as behind expected levels. For those children who are struggling to manage sensory needs a sensory processing checklist is completed.
* We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
* We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes
* We use a system for keeping records of the assessment, planning, provision and review for children with SEND, in their own coloured file - locked in the filing cabinet in the early years office.
* We ensure the privacy of children with SEN/disabilities when intimate care is being provided, as we do for all children.
* We where appropriate, take into account children’s views and wishes in decisions being made about them, relevant to their level understanding.
* We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
* We liaise and work with other external agencies to help improve outcomes for children with SEND.
* We have systems in place for referring children for further assessment e.g. TAC/Early Help Assessment and Education, Health and Care (EHC) assessment.
* We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
* We ensure that all our staff are aware of our Supporting Children with Special Educational Needs and Disabilities Policy and the procedures for identifying, assessing and making provision for children with SEND. We provide in-service training for practitioners.
* We raise awareness of our special education provision via our website and in our Local Offer on Cornwall Family Information Services Website.
* We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, [staff and management meetings,] parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* We provide a complaints procedure.
* We monitor and review our policy, practice and provision regularly; and if necessary, make adjustments.

**Further guidance**

* Early Years Foundation Stage Statutory Framework (DfE 2024)
* Working Together to Safeguard Children (DfE 2015)
* Special Educational Needs and Disability Code of Practice (DfE & DoH 2015)

|  |  |  |
| --- | --- | --- |
| This policy was adopted by | St Petroc’s School Nursery | *(name of provider)* |
| On | **31/01/2024** | *(date)* |
| Date to be reviewed | Feb-2026 | *(date)* |
| Signed on behalf of the provider | A close up of a sign  Description automatically generated | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) | Chair | |

**Other useful Pre-school Learning Alliance publications**

* Guide to the Equality Act and Good Practice (2010)
* SEND Code of Practice for the Early Years (2015)