



Oscar Bears' Day Care

Oscar Bears Day Care - Supporting Children with Special Educational Needs

Introduction

At Oscar Bears Day Care an environment is provided in which all children, including those with special educational needs, are supported to reach their full potential.

This policy must be read aside the DfES Special Educational Needs Code of Practice (2001).

The provision is inclusive to all children with special educational needs.

Parents and children with special educational needs (SEN) are supported.

The specific needs of children with special educational needs are identified and met through a range of SEN strategies.

The service works in partnership with parents and other agencies in meeting individual children's needs.

Policy, practice and provision are monitored and reviewed and, if necessary, adjustments are made.

These procedures are written in line with current guidance Early Years Foundation Stage (EYFS). The nursery manager is responsible for ensuring all staff understand and follow these procedures.

Implementation

Laura Mills is the designated Special Educational Needs Co-ordinator (SENCO) and will ensure that parents are provided with this information.

The provision for children with special educational needs is the responsibility of all members of the nursery.

The inclusive admissions practice ensures equality of access and opportunity.

The graduated response system is used for identifying, assessing and responding to children's special educational needs.

Parents of children with special educational needs are closely worked with to create and maintain a positive partnership.



Parents are informed at all stages of the assessment, planning, provision and review of their children's education.

Parents are provided with information on sources of independent advice and support.

Professionals are liaised with when involved with children with special educational needs and their families, including transfer arrangements to other nurseries and schools.

A broad, balanced and differentiated curriculum is provided for all children with special educational needs.

There is a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with special educational needs.

Children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

Systems are in place for supporting children and their parents during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.

A system is used for keeping records of the assessment, planning, provision and review of children with special educational needs.

Resources are provided (human and financial) to implement the Special Educational Needs Policy.

Awareness is raised of any specialism the nursery has to offer, e.g. Makaton trained staff.

Written by: Laura Mills

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