

# Special Educational Needs (SEND) Policy

## Principles

- Linskill Nursery understands its responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
- Linskill Nursery aims to meet the needs of each child as an individual regardless of difference and diversity.
- Linskill Nursery believes that all children should feel valued and confident and should be cared for in a warm and loving environment. We will work with parents at all stages of the child's education and care to ensure our principles are put into practice.

In line with guidance from the Early Years Foundation Stage (EYFS) and in line with the SEND Code of Practice (2014), also Funded early education places have regard to SEND code of practice 2014(3.65) we have a named SENCO and we will endeavour to:

- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary.
- Stretch and challenge all children's learning.
- Encourage children to recognise their own unique qualities and the characteristics they share with other children.
- Challenge any inappropriate/negative attitudes displayed by staff, parents/carers or children.
- Engage children in anti-bias activities e.g. stories which promote positive attitudes to all people regardless of their level of ability, appearance, mobility etc.
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.



Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can be best supported. We aim to make any reasonable adjustments to our setting required by individual children or parents. No outside agencies will be contacted without parental permission.

Where children are identified as needing extra support within the setting

A child will have SEND support this is a graduated approach supporting children with SEND or disabilities; this involves the SENCO, parents/Carers and the child's key person as well as input from other professional's involved with the child. They will work together to write an individual education plan to identify how the child will be given extra support. Individual play (under 3 years old)/Education Plans (over 3 years old) (IPP/IEPs) will be reviewed termly/when needed by the SENCO, the child's key person and the parents. Should this group, and particularly the parent, decide that the child needs further support then outside agencies will be contacted as appropriate (if involvement is not already in place)

For the very small number of children whose needs cannot be met in the above way and whose needs are more complex, the nursery staff will, with parent's/carer's knowledge and agreement where possible, request a EHC (Education, health and care plan) from the Local Authority.

When children transfer to their next setting we will work closely with that setting and the child's parents to ensure a smooth transition for the child.

If one or both parents have significant needs, we will support them to the best of our ability whilst keeping a focus on the child's needs.

**All information kept on each child is confidential and Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where the Data Protection Act 1998 stipulates it is against the best interests of the child to do so.)**

Review Date August 18

Next review August 19

Next review August 20

Next review August 21

