



Meithrinfa Seren Day Nursery Additional Learning Needs & Disability Policy

The ALN aims of the nursery:

- ✓ To include children with additional learning needs into the nursery.
- ✓ To value all who use the nursery.
- ✓ To provide opportunities to enable all children who attend the Nursery to experience the best possible care and access to all activities in line with the SEN Code of Practice.
- ✓ To ensure principles of ALN are linked to our Inclusion and Equality Policy.
- ✓ To act positively to ensure that all individuals value and understand each other regardless of disability

These aims will be achieved by:

- Ensuring that the building and resources are appropriate for all who use the nursery.
- Employing staff who are appropriately trained and experienced.
- Working closely with other professionals e.g. Speech therapists, “tim plant anabl”.
- Setting realistic, measurable and achievable targets for the children.
- Monitoring, assessing and recording the children’s development
- Ensuring all the staff have a basic knowledge and understanding of working with children with additional learning needs.
- Providing appropriate training opportunities for all the staff
- Making specialist provision for children where appropriate
- Ensuring that parents and other adult carers have opportunities to share their views and participate in decision making relating to their child.
- Making sure all children have full access to the foundation phase curriculum.
- Making all who use the nursery aware of these aims.
- Ensuring the curriculum is differentiated for individual needs and abilities.
- To create an environment where children can contribute to their own development, where they feel safe and listened to.

Definition of Additional Learning Needs and Disabilities.

Definitions of special educational needs taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special education provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of nursery facilities of a kind provided for children of the same age in other nursery/ school settings.

Special education provision means:

- Provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained nurseries/schools, (other than special settings) in the area.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Seren Day Nursery will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Special educational needs could mean that a child has difficulties in:

- Communication and interaction – in expressing themselves or understanding what others are saying.
- Cognition and Learning – in acquiring basic skills in school.
- Social and emotional mental health – making friends or relating to adults or behaving properly in school.
- Sensory and/or Physical – such as hearing or visual impairment, which might affect them in nursery or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her development at nursery.

Children make progress at different rates and have different ways they learn best. Staff take account of this when they plan playing and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support or have the activity delivered in a different way.

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

Dawn Mason Ling is the named SENCO and is responsible for overseeing the SEN provision. She has previous experience in running an SEN unit for children with Speech and Language disorders.

ARRANGEMENTS FOR WORKING WITH CHILDREN WITH SEN IN THE NURSERY

The SENCO has overall responsibility for ensuring the statutory duties are implemented.

The SENCO is responsible for:

- Ensuring there is positive liaison with parents and other professionals

- Advising and supporting other practitioners in the setting
- Ensuring that appropriate Play Plans are in place if needed
- Ensuring relevant background information on children with SEN is collected, recorded and updated
- Ensure that assessments of children are completed and updated
- To lead meetings in relation to any child with SEN.
- Liaising and meeting with any outside agencies.

SEND Support

Where it is determined that a pupil does have an SEN, parents will be formally advised of this and the decision to add the pupil to the SEN register is made. The aim of formally identifying a pupil with SEN is to help the nursery ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows.

Assess

This involves clearly analysing the child's need using the staff / key worker's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peer and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of parents.

Plan

Planning will involve consultation between the staff, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a 'target planning and reviewing document' which will be shared with staff and parents.

Do

The SENCO and all staff remain responsible for working with the child on a day to day basis. The team will work closely to plan and assess the impact of support and interventions. The SENCO and staff will support with further assessment of the child's strengths and weaknesses.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and their parents. The staff, in conjunction with the SENCO will revise the support outcomes and, based upon the child's progress and development, make any necessary amendments going forward, in consultation with parents and children.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the nursery, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review.

PARTNERSHIP WITH PARENTS

Seren Day Nursery firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The nursery recognises that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership.

The nursery aims to work in partnership with parents and carers. We do so by:

- ✓ Keeping parents and carers informed and giving support during assessment and any related decision making process about SEN provision
- ✓ Working effectively with all other agencies supporting children and their parents
- ✓ Giving parents and carers opportunities to play an active role in their child's development
- ✓ Making parents and carers feel welcome
- ✓ Ensuring all parents and carers have appropriate communication aids and access arrangements
- ✓ Providing all information in an accessible way
- ✓ Encouraging parents and carers to inform the nursery of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- ✓ Instilling confidence that the nursery will listen and act appropriately
- ✓ Focusing on the child's strengths as well as areas of additional need
- ✓ Allowing the parents and carers opportunities to discuss ways in which they and the school can help their child
- ✓ Agreeing targets for the child

ORGANISATION

All the children with SEN are fully included in the mainstream nursery. There are occasions when children are withdrawn to smaller, quieter areas of the nursery for small group or individual work. The purpose of these sessions is defined in the child's PEP and is usually to help the child progress away from the noise and distractions generated by the other children.

At Seren Day Nursery we have adopted a whole nursery approach to SEN policy and practice. All staff are committed to the principles and aims of this policy. Pupils identified as having SEN are, as far as is practicable, fully integrated into our nursery. Every effort is made to ensure that they have full access to the Foundation Phase curriculum and are integrated in to all aspects of the nursery.

ACCESS

The whole school is on one level and accessible to wheelchair users. Many features have been added or adapted to enable safe access to people with disabilities. These include:

RECORD KEEPING

Children's progress is monitored by the nursery manager and staff and is recorded by the SENCO. All children have access to the full foundation phase curriculum. Each child with an additional needs has his/her own play plan (PEP) in which smart targets, are recorded. Records include information from parents and other professionals as well as staff.

THE CURRICULUM

The planning of activities to meet the Early Years Foundation Stage outcomes reflects the needs of all children in the nursery and covers the developmental range of activities and skills for children aged 0-5 years. A range of teaching strategies are employed including individual free choice, small group work and some whole nursery sessions. Much of the time the children have free choice of the activities in line with our continuous provision on offer. Sometime during each session the children will be supported to attend small group activities.

The member of staff with responsibility for the child with SEN will support individual children where appropriate to enable them to access the range of activities available. This member of staff will also be responsible for organising additional activities to ensure the individual child has appropriate personalised learning opportunities. This may necessitate working 1:1 in a quiet area. Such withdrawals will only be used if the activity cannot be successfully achieved in the mainstream environment.

The special needs staff are responsible for contributing to planning and record meetings. The needs of individual children and the types of activities and resources required are planned appropriately and differentiated to meet individual needs, strengths and interests. SEN staff plan the activities for the children, this planning is then incorporated into the whole nursery planning.

INCLUSION

This policy builds on our Nursery Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive.

COMPLAINTS PROCEDURE

Parents are asked, in the first instance to discuss the issue with the nursery manager and if the complaint is not satisfactorily resolved, then to put the case in writing to the CIW.

LINKS WITH EXTERNAL PROFESSIONAL SUPPORT AND ORGANISATION

The nursery recognises the important contribution that external support services make in assisting to identify, assess and provide for SEN pupils. Ceredigion County Councils webpage is a good source of support and information about services locally that can be very helpful to families. It will signpost you to their useful agencies and services

www.ceredigion.gov.uk

PARENTAL INVOLVEMENT

As with all aspects of nursery life, the parents are encouraged to be involved in their child's education. For parents of children with SEN this contact and involvement may be more intense. Regular meetings are organised for staff and parents to meet and discuss a child's development and progress. Parents' comments are valued at these meetings and recorded on the child's record forms. Parents are involved at each stage of the SEN process. Parents are included in the setting and reviewing of targets for their child and have the opportunity to comment on, add or change any of the targets. Staff also discuss the most appropriate ways in which parents can support their child with achieving these targets at home.

Working in partnership with parents underpins everything we do. Parents are welcome in the nursery at all times, to take a full and active part in their child's development. This applies to all children in school, including parents who have children with SEN. If a child or parent has EAL or a hearing impairment the support of an interpreter or signer will be offered.

Seren Day Nursey July 2017 – Review date July 2018