

The PEAPOD

Special Educational Needs policy 2018

Purpose of this policy

The Peapod Nursery School aims to assist every child to thrive and develop during their time in the setting. Any child requiring additional support during their time will have access to one of our developmental co-ordinators. Any child with additional needs will be monitored by the Special Educational Needs Co-ordinator (SENCo).

This policy details the children who are able to use this support system and the process to ensure each child gets the support they need.

This policy follows the guidelines in the SEN Code Of Practice 2014 and Equalities Act 2010. The setting and SENCo have an understanding of the Disability Discrimination Act 1995.

The role of SENCo will be undertaken by Joanna Markwell, who will be supported and deputised by Sarah Howlett.

This policy has been read and approved by the following staff

Signed

Sarah Howlett
Manager, LSO, Owner

Carla Andrade
Deputy Manager + HASCo

Joanna Markwell
Assistant Deputy + SENCo

Date _____

Date _____

Date _____

This policy will be updated as necessary, and reviewed no later than October 2018

Date this policy was replaced _____

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Responsibility

Each key carer is responsible for their key children. Key Carers keep developmental records of their key children which is built on during their time with us. We follow the Early Years Foundation Stage to aid planning and development. When a child appears to be behind expected levels, key carers should plan activities and home learning packs to assist with the child's development. The Key Carer should work with the SENCo and parents, and any other agency involved with the child.

Parents have a responsibility to inform their child's key carer if they have any concerns regarding their child's development.

The SENCo has the responsibility to ensure the child is getting the right support, and is beginning to progress as they should. The SENCo's role is to support the key carer and parent, rather than the child directly.

Aims of the Policy

The Peapod Nursery School aims to provide a flexible and adaptable setting to meet the development needs of the children attending. The nursery aims to identify and support every child with additional need or development delays.

The Peapod will ensure all children have access to every area of planning and opportunities for play.

Special Educational Needs (SEN)

If a child falls behind their expected levels, they do not necessarily have Special Educational Needs, however they will receive assistance and support from their key carer and the setting SENCo to organise a targeted plan of action to help the child.

If the parent, key carer or SENCo feel that the child's needs cannot be met in the setting, the SENCo will refer the child for additional support and advice. This does not mean leaving the setting, as we will continue to care for and support the child.

If the child is discovered to have SEN, the setting will ensure their needs continue to be provided for and that necessary measures are taken to ensure the child continues to develop.

A child with English as an Additional Language (EAL) is not considered to have SEN, unless they display signs of learning delay. Identifying SEN may not be as easy with a child who has EAL, and the key carer should be aware of this.

A child is considered to have SEN if they have learning difficulties that put them significantly behind children of their own age

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Identifying children with SEN

All children are assessed when they join the setting, to identify their strengths and weaknesses; likes and dislikes; and get to know their character and personality. A starting assessment should be completed within the first half term of attending the setting.

Once the starting assessment has been completed, the key carer can start planning activities and opportunities which promotes the child's interests and builds on any areas of weakness or delay.

If a child is identified with a learning delay, the key carer will work with the child's parent and SENCo to arrange a plan of action to assist the child and to decide of external assistance needs to be sought.

Other roles undertaken by the SENCo are

- To attend training and keep staff up to date.

- To ensure the proper implementation of the SEN policy.

- To keep themselves up to date with legislation

Monitoring and Evaluation

The key carers are responsible for monitoring the child's development and progress.

The SENCo and the manager are responsible for ensuring the key carers are supported to do this, and that the setting meets the needs of the children.

The manager, SENCo and key carer will meet every half term to discuss the child's needs and development.

Half termly meetings with parents and SENCo are essential, but it is expected that the key carers will liaise with parents at hand over periods and parents evenings.

Funding SEN

The setting will provide funding for the purpose of meeting the needs of the children, and any additional needs of SEN children. It is the role of the SENCo to allocate these funds.

If there is any additional, external funding available for a child in the setting, the SENCo is responsible for ensuring these funds are used to directly benefit the child they are available for. It is expected that all children will have some benefit from any resources provided for by the SEN funding.

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Hampshire Local Offer

Under the Children and Families Act 2014, all local authorities must provide information about their 'Local Offer'

The Local Offer will put all the information about education, health and care services, leisure activities and support groups in one place.

It has two main purposes:

- to provide clear, comprehensive, and accessible information about the support and opportunities that are available;
- to make provision more responsive to local needs and aspirations.

Parents and staff can visit the following website for more information on this
<http://www3.hants.gov.uk/parents-sen/send-localoffer.htm>