

Special Educational Needs & Inclusion Policy

SENCO: Goli Adl

At Vineyard Organic Day Nursery we endeavour to create a safe and stimulating environment where children with different abilities learn through play and directed activities which are implemented to provide for the specific learning needs of every unique child. As such we provide all children with a broad and balanced learning experience with the aim to promote the integration of children with Special Needs and Disabilities. Our philosophy is that all children with or without Special Needs or Disabilities should have the opportunity to develop to their full potential alongside other children in an inclusive environment where the environment and teaching methods will be adapted to meet their special needs. In achieving this end we work in close partnership with parents and the professionals involved in the care and education of the child. To do this end, the nursery follows the guideline listed below and works closely with Achieving for Children.

Definitions

- A child has special educational needs if he or she has a learning difficulty or disability that requires special educational provision to be provided for them.
- A child with a learning difficulty has significantly greater difficulty in accessing and participating in learning opportunities than the majority of their peers or has a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age
- Special Educational Provision is educational provision that is additional to or different from that generally made for children of the same age
- SEN Support is a graduated approach with four stages of action: assess, plan, do and review, to support children with SEN or disabilities and address difficulties in areas such as communication and interaction, cognition and learning, behaviour, emotional and social development, sensory and or physical. This can involve advice and support from external agencies such as Educational Psychologists or other forms of pupil support. Parents written permission is sought before consulting outside agencies.
- A Targeted Plan sets out short-term targets and strategies to achieve aims for an individual child. This is written by the key person and the SENCO and is agreed with the parents.

- An Education, Health and Care Needs Assessment (EHC Plan) is the multi-disciplinary assessment whereby the local authority has a duty to gather advice from relevant professionals about the child's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet the identified needs and achieve desired outcomes. In doing so we will cooperate with the local authority providing the requested advice and information.
- An EHC Plan is a document made and maintained by a Panel of relevant professionals to identify needs and achieve desired outcomes to meet the needs for a child's special educational needs or disability.
- Each child has a designated key person, who is the initial contact for parents and is available by arrangement to discuss any concerns they may have .
- Key people share relevant information with the Head Teacher and other members of the team during weekly staff meetings.
- The key person will observe the children and record the observations on Tapestry - if any special need is identified this will be shared with the parents.
- A meeting will be held with the key person, SENDCO and the parents. If a decision is made that the child needs intervention that is additional to or different from that of other children.

This is A Targeted Plan

- A Targeted Plan is written by the key person and the SENDCO and agreed with the parents. At this point we may contact the Borough's Early Years team for additional support.
- The plan will be reviewed after it has been given time to work i.e. after about six weeks. The key question at review will be: Is the child making progress? If the answer is 'yes' then support with the Targeted Plan can continue. If the child is not making progress, then we seek support from relevant external agencies.
- In a very few cases, despite all this intervention, progress will continue to be limited. When all concerned are sure that the Targeted Plan has been fully implemented and reviewed then a request for an EHC Assessment can be made.

Arrangements for Co-ordination of SEND Provision

The SENCO keeps a register of children with SEND, which is up-dated regularly

- The SENCO records relevant information on newly admitted children whose needs are already known
- The SENCO leads the meeting each term to review the targets for children who need intervention through SEND Support. The team collaborates in setting new targets that are recorded by the SENCO, from this a Targeted Plan is written, this will also be reviewed regularly or as determined periodically
- Newly arising concerns and Targeted Plans are discussed as and when the occasion arises
- The SENCO continuously reviews Targeted Plans with contributions sought from staff, parents and children where appropriate
- Identifying and assessing SEND for young children whose first language is not English requires particular care. We look carefully at all aspects of the child's learning and development to establish whether any delay is related to English being the additional language or from SEND or disability. Difficulties related solely to learning English as a second language are not SEND.

Specialist Provision

- Primarily all teaching staff deliver SEND support through differentiated teaching methods. When a SEND is identified a Targeted Plan would be put into action, all staff members would be made aware and would follow up the targets
- The SENCO has been involved in professional development to support the teaching and provision for SEND

Partnership With Parents

The Vineyard Organic Nursery aims to provide a home away from home environment where children and their families have a strong sense of belonging . Therefore, we would like parents to know that they are always welcome in the nursery either to help out or to discuss any concerns they might have. Arrangements can be made for private discussions at a mutually convenient time.

If any member of staff has any concerns about a child in our care they will liaise with the Head Teacher who will arrange to meet with the parents to discuss any action that may need to be taken.

Children's Involvement

Children are involved as much as possible in their choice of activities to address their needs, and their progress towards individual targets is acknowledged.

Inclusion

Children with SEND are perceived positively by all members of the school community and included in all activities. Being inclusive can be thought of in terms of four key areas, attitudes, language, physical layout and learning objectives and teaching strategies.

Transition

Our SEND support includes planning and preparing for transition into another nursery or school. We will contact the Primary School and invite them to visit us at the nursery. We will provide a review of the SEND support being provided or the EHC plan. To support positive transition, it is vital that information is shared between both settings.

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