



Special Educational Needs



We believe that all children are welcomed and encouraged to join us at the Nursery. With regard to the 'Inclusion Umbrella' this includes families who may live in poverty, have different sexual orientation or gender, physical or other impairments, learning abilities (SEN), differing race, religion, culture or social background. (PSTC, 2003)

All children are admitted to the Nursery after consultation between parents, Manager and other staff members has occurred to ensure that everyone is happy with the arrangements.

We follow the guidance of the Code of Practice for Special Educational Needs, which suggests that small changes to the environment and activities on offer will benefit the children most. We do this by reviewing our resources regularly and purchasing new equipment as and when we can. Any major purchases to benefit a specific need of a child will require joint decision between staff and committee members, and if needs cannot be met then funding shall be sought in order to achieve this.

SEN Code of Practice Principles:

- The importance of the views and wishes of the children and the child's parents.
- The importance of the child and the child's parents participate as fully as possible to decision making.
- The need to support the child and the child's parents in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

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The children are closely monitored through the use of the Oxfordshire Foundation Stage Profiles that are updated every half term and also as and when a child does something that we feel should be noted. The children are also observed daily at their activities and notes are made for this in observation books and sheets.

All information is shared with parents both through informal and formal conversations.

All children have a key person listed to look after them so that they receive a good deal of adult attention, and it is this person a parent can approach to discuss any matters of concern. Other staff members are also available if the parent would prefer.

We encourage parents to share their thoughts and feelings with us, and give us their expertise and advice where appropriate to ensure that their child is receiving the best possible care and attention whilst in our hands.

The Special Educational Needs Co-coordinator's (SENCO) for the Nursery are Joanne Horne, Chelsea Gale and Becky Gough, and they can be approached at all times to discuss any issues that may arise. These persons will monitor any child with a special need officially, although all members of staff observe and help with the care of children with special needs. If a child requires full time adult support then a 'Learning Support Assistant' (LSA) will be assigned to them.

It is by doing such observations that we can help to identify any areas of concern. By acting as quickly as possible in areas of concern, we can attempt to deal with and resolve them ourselves by setting strategies and tasks specifically focused to help. This is called 'Initial Action.' If, however, difficulties continue after these first attempts staff and parents together will be able to make an 'Individual Education Plan' (IEP) for the child. This more formally sets out the difficulty and ways in which to help the child resolve or improve the situation. This is called 'Early Years Action'. After a trial at this, (usually termly) if no improvements are made then further help shall be called for.

This is called 'Early Years Action Plus', where another IEP can be produced with the help of professionals such as speech therapists, educational psychologists etc. The local educational authority will also get involved at this stage too.

We review our strategies and observations at regular staff meetings with and without parents/committee members depending upon the nature of the discussion. We are always respectful to parent's wishes, and keep all information confidential. We also require that the children have a say in their education so we record their particular interests, likes and dislikes, feelings and opinions on all matters that are relevant. Policies are also reviewed annually and updated as and when needed.

We liaise with other professionals in the area such as the child's next setting by passing on information recorded in their development profiles, so that they are aware of the stage that the child is at.

Also, we have contact with the Area SENCO, the Pre-School Teacher Counselling Service and others who support children with special educational needs.

If there are any complaints or information needed, parents can contact Joanne Horne (Manager), Chelsea Gale (Deputy Manager), Becky Gough SENCO or the child’s key person, and we will do our best to help.

The following is a list of people who may be involved with your child or whom you wish to speak to:

- Joanne Horne– Manager / SENCO
- Chelsea Gale – Deputy Manager / SENCO
- Becky Gough – SENCO At Horspath Nursery
- Jessica Dawson – Area SENCO : Tel: 01865 323556

Oxfordshire Local Education Authority – Chief Education Officer, Macclesfield House, New Road, Oxford, OX1 1NA. Tel: 01865 792422

OFSTED – National Business Unit, Royal Exchange Buildings, St Ann’s Square, Manchester, M2 7LA.
[Tel:03001231231](tel:03001231231) e-mail: enquiries@ofsted.gov.uk

Early Years Alliance – Head Office, 54-56 Park Street, Bristol, BS1 0JN.
Tel: 0117 907 7073

Signed on behalf of the Management Committee:

..... Chairperson

This policy was updated by the Manager and staff and will be updated annually.
Next due to be updated: September 2021.

“Horspath Nursery is committed to safeguarding and promoting the welfare of children, families and staff at all times.”