

Special Educational Needs & Disabilities (SEND) / Inclusion Policy

(This policy is written with full regard to the 2014 SEND Code of Practice)

At The Acorn Nursery School we believe that all children have a right to a broad and balanced Early Years curriculum, where they can flourish. We welcome all children regardless of their individual needs and we aim to welcome them into our setting, provided the placement is appropriate to his/her requirements and is compatible with the interests of the other children already at Acorn.

At our setting, NATASHA DHALL is Special Educational Needs & Disability Co-ordinator(SENDCo) Her role is as follows:

When a child appears to be behind expected levels, or where a child's progress gives cause for concern, we will consider all the information about the child's learning and development from within and beyond our setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within our setting we will particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond our setting, this will also inform decisions about whether or not a child has SEN. All the information will be brought together with the observations of parents/carers and considered with them. A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted. We will adopt a graduated approach with four stages of action: assess, plan, do and review. This cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress.

We will:

- Prepare Individual Support Plans (ISPs) with strategies and targets for individual children, supporting those children.
- Work in partnership with parents/carers and staff helping with and monitoring the effectiveness of the strategies used.
- Organises regular reviews with all those involved with the child.
- Organise Team Around Family (TAF) meetings, if deemed necessary, to share and monitor progress
- Arrange for the acquisition of any special equipment or resources needed to meet a child's individual's needs.
- Liaise with outside agencies.
- Differentiate our activities so that all the children can access them and all the children can experience success and gain confidence
- Adapt our materials and teaching styles to help children with SEND to achieve and make progress.
- Our Local Offer sets out what is available in our setting. Our Enhanced local offer determines the level at which more targeted support is required, and at what stage we may apply to Inclusion Support Grant. Band 1 determines specific individualised targeted support, and possible application to discretionary funding and if the threshold for an Education Health and Care Plan is met.

Moving on

The SENCO will support children with SEND in the transition to school or another setting by providing progress reports, ISPs and records of reviews and transition meetings.

Parents can access our, and all Surrey County Council's, 'Local Offer' at <http://www.surreycc.gov.uk/sendlocaloffer>

In the, unlikely event, of Mrs Dhall's possible long term absence, Mrs Crowder & Mrs Wilson are trained SENDCo's