



## King Offa Nursery

### Supporting Children with Special Educational Needs and Disability Policy

**King Offa Nursery is aware that some children have additional needs and/or physical disabilities that require particular support and assistance. We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote the welfare and development for all children to feel included.**

The Nursery is committed to the integration of all children in its care. The Nursery also believes that children with special educational needs and/or physical disabilities have a right to play, learn and be able to develop to their full potential alongside other children. Whenever possible, children with special educational needs and/or physical disabilities will have access to the same facilities, activities and play opportunities as their peers.

The policies, procedures and practices of the Nursery in relation to children with special educational needs and/or physical disabilities are consistent with current legislation and guidance. These include the SEND: guide for early years settings (2014), SEND code of practice: 0 to 25 years (2014) and the Disability Discrimination Act 1995.

Our Nursery believes that by identifying individual needs and taking proactive steps working alongside parents/carers and outside professionals that all children should be able to participate actively and equally in all areas of the nursery's provision.

#### Special Educational Needs and Disability Co-ordinator

The Management team will appoint a member of staff as the Special Educational Needs and Inclusion Co-ordinator (SENCo - Katie Fenner) to manage provision for children with special educational needs and/or physical disabilities. This individual will be fully trained and experienced in the care and assessment of such children. In the event of this nominated person being on long term absence then a secondary member of staff will fulfil the role. The school SENCo, will liaise closely with the nursery and can complete work duties where needed as a resort.

All members of staff will be expected to assist the Special Educational Needs and Inclusion Co-ordinator (SENCo) in caring for children with special educational needs and/or physical disabilities. The Co-ordinator's responsibilities will include:

- Working alongside the Management team to ensure that all staff are aware of all legislation, regulations and other guidance on working with children with special educational needs and/or physical disabilities.
- Working with the Management team to ensure that all staff who work with children with special educational needs and/or physical disabilities have appropriate skills and training.
- Co-ordinating regular monitoring and reviews of children's progress; involving parents/carers, other members of staff, relevant representatives from statutory agencies and, if appropriate, the child themselves. Alongside the Management team, they will also be responsible for ensuring that any actions following such reviews are followed through.



- Assessing each child's specific needs and adapting the Nursery's facilities, procedures, practices and activities as appropriate.
- Ensuring that systems are in place to adequately plan, implement, monitor, review and evaluate the Special Needs policy.
- Ensuring that children with special educational needs and/or physical disability are fully considered when activities are being planned and prepared.
- Liaising with parents/carers about the needs of their children and the plans and actions of the Nursery, as well as being the point of contact for parents/carers.
- Liaising with other agencies and seeking advice, support and training for themselves and other staff as is necessary.
- Liaising with the school SENCo and relevant members of King Offa Primary School where the setting is a whole.
- Supporting other members of staff to become more skilled and experienced in the care of children with special educational needs and/or physical disabilities.
- Ensuring that all children are treated with equal concern and respect and are encouraged to take part in all activities.
- Ensuring that accurate planning, implementing, monitoring, evaluating and reviewing individual setting based support plans (SBSPs) for children with special educational needs are regularly made and properly recorded.

Templates and guidance can be sourced from Czone at <https://czone.eastsussex.gov.uk/early-years/send-toolkit/>

(Reviewed: April 2024, next review September 2024)