

Once Upon A Time Nursery
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Additional Needs Policy

Additional Educational Needs Policy

At Once Upon A Time Day Nursery we recognise that all children have the right to access a broad and balanced curriculum, allowing them to progress and learn at a pace and level reflective of their individual abilities. The nursery believes that all children have a right to gain experience and develop their knowledge and understanding alongside their peers no matter what their individual needs and are committed to the inclusion of all children.

Definition of Additional Educational Needs

The nursery staff recognise the definition of additional educational needs as detailed in the additional educational needs Code of Practice. Children have Additional Educational Needs if they have a learning difficulty which calls for additional provision to be made for them.

Children have a learning difficulty if they:

Have significantly greater difficulty than the majority of children of the same age.

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority

Are under compulsory school age and fall within the definitions above or

would do so if Additional Educational Needs Provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Additional Educational Needs provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

For children under two, educational provision of any kind.

Policy Implementation

All staff are required to monitor each child's development and learning through accurate observation and record keeping. Through this process, staff are required to identify any child who may be experiencing difficulties in specific areas and ensure the needs of such children and any children who present to the nursery with individual needs already identified, are met.

Involvement of the Child

Whilst recognising that it is often difficult to ascertain the views of very young children; staff will encourage their contributions, particularly when establishing individual programmes to support learning. Staff should ensure that all possible information is gathered from children, enabling them, for example, to express their feelings and identify personal preferences and interests. The involvement of children will contribute to the relevance to each of any programmes developed and implemented, maximising opportunities to incorporate their views and progress their learning.

Parents as Partners

Only by working in effective partnership with parents will staff be placed to meet the needs of the individual children fully. When a child presents with specific needs already identified staff are

required to gather information from parents (and any other settings attended or previously attended by the child) to support the inclusion of the child. On going dialogue and shared written information will ensure that an accurate assessment of the child's abilities and needs is maintained. When a child is identified by staff as experiencing difficulties in specific areas which may require additional or alternative interventions, the staff are best placed to decide when to inform the parents that their child is likely to receive Additional Educational Provision. However, this information must be shared at the earliest opportunity and be part of a natural process for regular communication between nursery and home.

Staff should always provide support for parents, recognising that they may not previously have been aware of their child's difficulties, whilst realising that information shared should be full and accurate. At all stages of Additional Needs Provision, staff must maximise opportunities for parental involvement, ensuring that parents are encouraged to contribute their knowledge of their child's development and learning, and help to set targets through Individual Education Plans.

The Role of the SENCO

Our Nursery Special Education Needs Co-ordinator (SENCO) is Beverley Alldridge. She will work closely with all the staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special needs policy of the nursery, always making sure plans and records are shared with parents. In her absence the Deputy SENCO, will take on these duties until she returns.

Additional Educational Needs Code of Practice

The nursery will carry out our statutory duties to identify, assess and make provision for children's additional educational needs. The code of practice recommends that our nursery should adopt a graduated approach to the assessment through Early Years Action and Early Years Action Plus. Good practice of working together with parents, and

the observation and monitoring of children's individual progress, will identify any child with additional educational needs. Our nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Early Years Action

The child is identified with Additional Educational Needs, The SENCO, working alongside the key worker and parents, will assess and record the child's needs and provide an Individual Education Plan providing future support. This plan will be continually under review in consultation with the child and his/her parent/guardian.

Early Years Action Plus

If a child is still not considered to be making sufficient and appropriate progress, the SENCO and staff, in consultation with the parents, should implement Early Years Action Plus. This involves staff seeking the advice of external support services when assessing the child, recording new IEPs and setting targets. The level and range of support available through the local education authority will vary subject to local policy. Staff within the nursery are required to act upon the advice of external professional agencies, incorporating their guidance into the child's IEPs and providing relevant information where needed. On going reviews of the IEP should be used to inform overall planning, ensuring that the child's specific needs are addressed.

Individual Education Plans

Where a child is deemed to be in need of Early Years Action or Early Years Action plus, staff should record for him/her an Individual Education Plan (IEP). The IEP must state clearly the targets for the child, the nature of the staff intervention, the use of any particular resources and home support. The IEP should detail when reviews are scheduled and identify any involvement of outside agencies. Copies of the IEP should be kept on record by the child's Key Worker and nursery SENCO.

