



Compton Valley Nursery – Special Educational Needs and Inclusion Policy

At Compton Valley Nursery we value all children and aim to offer every child equal access to a rich and varied early years experience. We recognise that individual children might have additional needs that must be addressed to give them equality of access to play and learning opportunities and to ensure that they progress well in the early years. We also undertake to identify and address any barriers individual children and/or their families may face, that might prevent them from accessing the same care, learning and development opportunities as all other children at the nursery:

- We welcome all children and will strive to offer a place to every child seeking admission to nursery.
- Compton Valley Nursery aims to be a fully inclusive setting and to involve staff, children and parents/carers in all aspects of decision making
- The premises at Compton Valley are fully accessible and able to meet the needs of most children and adults with a physical disability
- If required, managers will take reasonable practical steps, which may include adaptations to the building or its equipment, to ensure that all children and adults have access to all activities and equipment at the setting.
- Staff will gather information when a child enters the setting, to enable them to meet the individual needs of that child and to work in close partnership with the child's family
- Staff will ensure that their planning for activities and the use of space and equipment, takes into account each child's individual needs and ensures activities are accessible to all children
- Staff will ensure that the resources and equipment used are appropriate to meet the needs of all children and allow all children to make good progress
- We recognises that a child's parents/carers are their primary educators in the early years, and are committed to giving parents/carers access to any information gathered or held about their



child and to involving parents/carers in all aspects of the care, learning and development of their child whilst at nursery

- Staff will always operate within the DFES code of practice for special educational needs, when considering and responding to the individual needs of children
- A suitably qualified member of staff will be appointed Special Educational Needs Co-ordinator (SENCO) and inclusion Co-ordinator for the nursery. The current SENCO is Esther Heath. The SENCO is suitably trained and is responsible for all aspects of the implementation of this policy and the group's procedures and practices relating to inclusion and special educational needs
- Staff will be encouraged to seek training on the identification and care of children with special educational needs and to pass this information on to other members of staff. The SENCO will be responsible for monitoring SEN training needs within the group.
- Staff will be made aware of the nursery's policies and procedures for addressing special educational needs as part of their induction training.
- We recognise the importance of the early detection and response to a child's additional needs. All parents/carers will be asked to fill in a detailed registration form when a child first enters the nursery, which will give information about any known additional needs and any on-going action being taken to meet those needs
- Staff will consult and work together with parents/carers on the progress of their child and will pay particular regard to working together on all aspects of the identification, assessment and progress of a child with special needs. All files and information held by staff will be made available to a child's parents/carers at all times.
- Staff will operate a key worker system to monitor and observe children and work towards the early detection of children's additional needs once they have entered the group
- Staff will seek parental permission for any liaison with external agencies where this is necessary for the development and progress of a child.
- The effectiveness of the policy will be monitored and reviewed on a regular basis



Compton Valley Nursery - Procedures for the identification of Additional Needs

Nursery values every child and is committed to offering all children the same opportunities for a rich and varied early years experience. We recognise that some children may have additional needs that require extra support and equipment to enable them to progress and develop and that it is crucial that these needs are addressed as early as possible. As such we will implement the following to ensure that every child has an equal opportunity to play, learn and progress at nursery:

- Detailed information will be requested about every child when they register at nursery. Should a child have known additional needs the SENCO, and the child's allocated key worker will work with parents/carers and any external agencies as appropriate in agreeing how to meet these needs either within existing provision or by providing additional practical, physical or other support from the time the child enters the group.
- Where a child requires specific practical or physical support, the SENCO is to discuss this with the parent/carer and then liaise with the nursery manager and room leaders regarding any alterations, resources or staffing issues that might arise. Specific timescales are to be agreed for meeting identified needs as soon as possible.
- All children will be allocated a key worker shortly after entering the group. The key worker will take overall responsibility for observing, assessing and monitoring individual children's development and together with the SENCO, for addressing any additional needs as a child progresses.
- When a key worker or any member of staff begins to have concerns about a child, these are to be discussed with the SENCO and other members of staff as appropriate; A cause for concern form will be filled in and shared with the child's parents/carers. Timescales will be set for reviewing additional observations and assessments to ensure early action is taken on any identified or suspected additional needs. Parents/carers are to be informed and involved at all times in action being taken to meet their child's needs.
- Once a child has been identified as having additional needs, or staff working together with parents/carers are confirmed in their concern



that additional needs might be present,; the SENCO, the key worker and parents/carers will decide on what action should be taken. Where appropriate an individual education plan will be completed and reviewed on a regular basis. Parents/Carers will be involved in agreeing the details of the IEP and asked for their input into its content. All staff are to be made aware of the details of the IEP in order to support progress. Where appropriate guidance and advice may be sought from the early years partnership inclusion officer. Working with parents/carers, further outside agencies may be asked for their input in identifying and/or meeting identified needs. All information is to be shared with Parents/carers, who will be consulted at all times on action and progress. The key worker and SENCO are to lead on this with all staff supporting.

- All staff are to work as a team in caring for the welfare and education of children at the group. Staff should share concerns and information and support key workers in observing children. By combining key worker systems with a team approach to care it is anticipated that any concerns that arise about the emerging additional needs of individual children will be identified as early as possible and appropriate action taken

Date last reviewed: April 2012

