

29 Special Educational Needs and Disability Policy

LEAD SENCO Cathy White

DEPUTY SENCO Megan Spencer

Policy statement Summertime is committed to ensuring that our nursery is fully inclusive in meeting the needs of all children. We promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms. Individual support is provided so that all children can access all activities and experiences during their time at the setting.

We aim to be alert to children's emerging difficulties and respond early. Parents knowledge of their children is important to us and we listen and understand when parents express concerns about their child's development. Understanding from the child's point of view is important so we aim to address any concerns raised by the children themselves.

Needing extra support for a child could be for a variety of reasons, physical, mental, emotional, cultural... A child can obtain SEN support for a long or very short time, Summertime recognises it maybe the family that requires a little extra help. Either way we will work in partnership to ensure the best outcomes are met for everyone.

Procedures

- Each child has a keyworker who will be alert to any emerging difficulties and respond early.
- Observations will be used to identify whether a child may need any additional support, these are shared with the child's parents/carers who will become involved with developing a person centred plan with the child's key person and settings SENCO's.
- The key person who will work closely with the settings SENCO's to ensure that the curriculum is adapted to meet the individual needs of the child.
- The key person will also work closely with parents so that any additional support the child may require can be identified from an early age.
- The SENCO may with the parents' consent need to liaise with outside agencies especially if a child has a person centred plan and is showing little or no sign of progress. All information shared will remain confidential between the parents, Summertime and other agencies involved.

Progress Checks at Two When a child is aged two, early years practitioners must review progress and provide parents with a short-written summary of their child's development, focusing in particular on communication and language, physical development, and personal, social and emotional development. This will identify the child's strengths and any areas where the child's progress is slower than expected. If there are any emerging concerns these will be discussed with parents and the setting SENCO including professionals such as the set outside agencies where appropriate.

