



Abbey Wood Grange Day Nursery

Special Educational Needs and Disabilities Policy

Abbey Wood Grange promotes inclusion to ALL children and is committed to the integration of children with special needs. Michelle Escuin Lead S.E.N.C.O & China Hill is Deputy S.E.N.C.O. are our members of staff who as part of their role are nominated SENCO (Special Needs Co-ordinator).

We provide an environment in which children are supported to reach their full potential.

Abbey Wood Grange has regard for the DfES Special Educational Needs and Disabilities 0-25 Code of practice.

We include all children in our provision and provide a welcome and appropriate learning environment for all children.

Our designated S.E.N.C.O's have S.E.N.C.O. training to help support parents and children with special educational needs (SEN)/ disabilities and regularly attend the S.E.N.C.O forums

We identify the specific needs of children with SEN/ disabilities and meet those needs through a range of strategies i.e. Observations

We work in partnership with parents and other agencies in meeting individual children's needs.

We monitor and review our practice and provision and, if necessary, make adjustments.

We will ensure:

- All staff are aware of each child's individual needs and will support them accordingly.
- Children will be encouraged to be independent and feel confident and valued through support and praise.
- Staff will ensure close liaison with the parent/carer giving guidance and support.
- The nursery will endeavour to provide activities for the child to play and learn alongside their peers so far as reasonably practical.
- We recognise children whose academic, physical, social or emotional development is giving cause for concern.
- We identify children's areas of weakness that require extra attention from members of staff and carry out observations using a variety of styles to gather a clearer picture of the child & then refer if necessary.
- We will liaise with all relevant parties, professional bodies and parents for the welfare of the child.
- Assess children's performances, strengths as well as weaknesses.
- Seek specialist advice to meet the child's special educational needs and in line with the LEA (Local Education Authority).

SENCO's Role

- To work together with parents and staff and other professionals.
- Set up, monitor and update when needed a S.E.N.D register.
- To attend regular training/forums and identify staff training needs (SEND).
- To liaise with SEN support agencies and professional to gain advice and support.
- To be familiar with the code of practice.
- Support children and families by means of the key worker system.
- Celebrate the children's individual achievements, however small.
- Observe child and record findings/concerns.
- Create an individual learning plan or support plan for the child to support them and monitor their progress.
- Fill out an Early Help Assessment/Early Help Referral form if appropriate and send with the following documentation: Up to date Tracking, Observations, 2year check, ABC Chart and any other supporting evidence
- Language Delay – advise parents to attend the Chatterbox sessions. They are every Friday morning from 9.00-11.00am at Purley Oaks Children Centre. Supply Parents with ECAT form & Tracking

Early Learning Primary Prevention
Locality Early Help, Early Intervention Support Service
Department for Children Families and Learning
Floor 4 Zone C
Bernard Wearherill House
8 Mint Walk
Croydon
CR0 1EA
Email: earlyhelp@croydon.gov.uk
Secure Fax: 0208 6339436

Or

'Single Point of Contact' For Early Help & Children's Social Care
Where you require support in agreeing an Early Help offer
childreferrals@croydon.gov.uk

Graduated Approach

By regularly writing and updating development plans and tracking sheets we are able to monitor children's progress, therefore should any member of staff feel concerned about a child or additional help is needed then she/he would approach the Special Needs Co-ordinator.

Together with the SENCO, staff will follow the 4 step approach



To review individual learning plan and should the SENCO Co-ordinator and the parents feel that additional support and advice is needed then outside help would be contacted.