**Bright Sparks**

**Childcare**

## *Special Educational Needs Policy*

**Bright Sparks understands that every child has the opportunity to learn** **in an environment free from prejudice and without discrimination. Bright Sparks recognises that integrating the child as fully as possible into the group will provide appropriate learning opportunities. Our special Educational Needs Co-ordinator is Lisa Dunn and Deputy Senco is Amy Weeks.**

The role of the SENCO is to liaise with parents and other professionals in respect of children with special educational needs, advise and support other staff in our setting, and promote staff development in relation to special educational needs, to include appropriate training. Ensure that appropriate individual Educational plans (IEPS) are in place and that relevant background information about individual children with special educational needs is collected, recorded and updated. In addition, they will contribute to any written reports that may be required concerning special educational needs and monitor and evaluate the special educational needs policy.

We at Bright Sparks welcome all children and aim to respond appropriately to each child’s background and individual needs. We ask parents to give us as much information as possible about the children and any additional requirements. However, a system of observation and record keeping will enable us to monitor children’s needs and progress on an individual basis. All children who attend Bright Sparks have their own Individual Educational plan that we work with. There are two stages of Individual Educational plans (IEPS): the first is stage 1, which is Early Years Action and is when the IEP is only used by staff within the setting. Stage 2 is Early Years Action Plus and is when an outside professional will develop an IEP and work alongside a member of staff to use this. If during any observations any concerns are raised, we will discuss this with the parent/carder and seek written and signed permission to discuss their child with outside agencies. We decide with the parent/carer on the action needed to help the child progress through effective individual arrangements for learning and teaching recorded within an Individual Educations plan (IEP).

Once this was done, if there were still concerns we would then seek advice from other professions. Once the advice has been given, we at Bright Sparks try to carry out the advice ourselves before including support and interactions from outside agencies. The organization that we seek help from is the Inclusion Advisory Service (Early years service). Their aim is to support children, families, carers and all early years’ settings.

Any child with specific needs, where applicable, will be provided with a one – one key worker. Children with additional needs will not be excluded at any time and will join in on all group activities and work. The nursery manager and SENCO shall ensure that the parent / carer are fully aware and informed about the support and actions being taken to help with the child’s overall development.

We have one senior member of staff and two other staff at each session. Staff are deployed within the group to work with individual children as appropriate. We have a range of indoor and outdoor equipment that can be used by all children with or without additional needs. This relates to fine and gross motor skills so that the child can still develop to meet their individual needs. If, for any reason, extra equipment is required, we are able to acquire it from an organization within Plymouth called Inclusion Works.

We place great importance on developing relationships with our parents and regard them as partners in their child’s learning. If we feel that your child is having difficulties, we will discuss this with you, and gain your agreement before we involve any outside professional advice. We will always include parents in any decision making in relation to educational provision and arrangements made to meet the child’s individual needs and keep them informed about their child’s progress.

The Common Assessment Framework (CAF) is the mandatory universal tool for co-ordinating children’s services for children with additional needs and disabilities.

*Specific Needs*

**Our nursery aims to have regards to the DFEE code of practice on the identification and assessment of specific educational needs, and to provide, welcome and appropriate learning opportunities for all children. We will do this by ensuring:**

* Children with special needs, like all other children, are admitted to the nursery after consultation between, supervisor, manager, SENCO and staff.
* A robust system of observation and record keeping will be in place to enable us to monitor children’s needs and progress on an individual basis.
* Where a child is not fluent in English Bright Sparks will ensure that that the child’s speech is assessed in their first language to identify any potential need for additional support.
* We work in liaison with professionals outside the nursery, including speech therapists, health visitors, psychologists, social workers, paediatricians and portage workers, to meet the children’s specific needs in full knowledge of the parents/carers.
* There is a named SENCO Lisa Dunn and a deputy SENCO Amy Weeks at the centre who attend regular training in various types of special needs.
* Bright Sparks acknowledges that any child may have specific needs of varying duration and do not make a separation between those who have been formally assessed and those who have not.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Review date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_