

Mad Hatters

Special Educational Needs, Disability and Inclusion Policy

All Children are welcomed and supported at Mad Hatters. We will provide support and help with adults within the setting whether they are parents, carers, visitors or staff. The Nursery will work in partnership with all parents/carers. Positive atmosphere generated with the whole of the Nursery set up will go a long way in helping all the children feel valued in their efforts, when receiving encouragement and praise.

The SEN code of practice 2015 reminds us that “all children are entitled to an education that enables them to achieve the best possible educational and other outcomes and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education”. At Mad Hatters we fully support this, and this is embedded in our everyday life.

Our Setting based SENCO is Sarah Holmes

The Role of the setting based SENCO

- Works with other staff to agree and implement this policy, and understand their responsibilities to children with SEN.
- Co – ordinates the SEN provision within the setting to ensure childcare is accessible for all children regardless of disabilities or learning difficulties.
- Offers support for parents/carers
- Supports staff development and work alongside those who offer training and other sources of support for staff.
- Liaises with other agencies and understand the local offer, and what their expectations are from a provider regarding the provisions available.
- Keeps appropriate records
- Assists staff in following the graduated approach effectively.
- Maintain confidentiality at all times.
- We will always seek parents/carers written permission before seeking outside help.
- Work in partnership with parents to ensure they are receiving the right advice, support and information they need to participate in all aspects of their child’s learning and development, and the processes involved in receiving additional support.
- Valuing parents and involving them in the discussions for best outcomes, interventions, and the expected impact on progress, development and behaviour, and ensuring they are apart of the review, and given the date of this.
- Support children with SEN, English as an additional language, and speech and language difficulties.
- Being a good role model within the setting.
- Understand the funding available for those with additional needs, and how to access and use this effectively to support the children with nursery.
- Early identification is vital to support children’s learning and development and therefore, the setting SENCO will ensure they are actively liaising with staff to discuss any concerns, and monitoring children’s learning and development.
- Have an “open door” policy where staff and parents are able to approach the setting SENCO for advice and guidance.

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The Nursery supports the setting based SENCO by:

- Valuing their skills, experience and training
- Allowing them to access relevant training
- Assisting them in reviewing the settings resources
- Ensuring they receive any relevant mailings, information and documents
- Allowing them time to work alongside colleagues, parents, professionals and other agencies.

Inclusive setting for all children

- Rooms in the Nursery will be well organised to support learning, development, and the needs of the children in our care. A calm and well-structured environment with resources readily available will support all areas of learning through play and the room layout can always be adapted to meet differing needs.
- Stimulating opportunities will be offered accordingly within the Nursery to meet the needs of all children, which does not allow them to fail in any way.
- We have a parent/carer partnership policy which involves the parent/carers from the start of Nursery. Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best ways of supporting them. The nursery SENCO will be introduced to all parents when they start Mad Hatters Day Nursery to ensure parents are aware on who they can talk to if they have any concerns regarding their child's development.
- Mad Hatters have regard to the SEN Code of Practise 2015. It is essential to recognise and accept that children with learning difficulties gradually respond well to small 'steps' being taken towards a concept or skill being mastered or learnt. Opportunities will be adapted to meet individual needs.
- We will actively promote all children to understand we are all equal and sometimes we need to adapt our approach to include all children in our play, regardless of differences, and our differences make us a unique part of our community.
- Help children to take part in activities alongside their peers and to ensure privacy when required.
- More able children need many challenging activities and these will be planned and provided. These children need to be challenged in areas they can naturally cope with too easily. Children's differing/extended levels of ability will be discussed with the child's Parents/Guardian in conjunction with the setting SENCO and key person.
- Promote Positive images of children and others with special needs.
- Support child's specific physical needs.
- The Special needs and Inclusion Policy is monitored daily and reviewed annually.

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- Staff have access to in-house training and opportunities for training through the SENCO, and the SENCO staff will have specific training through different providers. The Local Authority provides training for setting SENCO's and where able and needed these will be accessed. The Local College (Solihull College) also offers training on areas such as Autism training, which can also be accessed.
- We are a Makaton friendly nursery, and Makaton is used throughout the nursery to support communication and language for all children. Those who have speech and language difficulties benefit from this, including those who are progressing well.
- The SENCO is a member of NASEN (National Association for Special Educational Needs) who will be able to keep up to date with legislation and access training where needed, to ensure the best possible practice can be carried through to achieve the best outcomes for our children within our care.
- Daily information is shared with parents through daily sheets, newsletters, notice board, and general conversation.
- If parents feel the need to complain then refer to the complaints policy or telephone OFSTED on 03001231231
- We have a settling in policy which enables the children and parents to meet staff and children and support the transition from home to nursery. Every child is different, and sometimes our settling in sessions maybe adapted to meet the child's needs to support them settling into nursery.
- If parents, carers, visitors have individual needs then we will endeavour to meet them.
- We are committed to work with other agencies where appropriate, and share all relevant information where consent is gained from parents/carers.

Facilities Available

The Nursery is situated on two floors, the ground floor has easy access for wheelchairs and accessible toilets and changing room facilities. Adults and visitors have access to the staff toilets if needed. We will 'reasonable' address all situations which occur to meets the needs of all children. If an interpreter is needed then we will do our utmost to meet this need.

No decision or discussion will be made on a child without the written permission of the parent/carer.

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Nursery Staff Procedure to support Children with Additional Needs and their Families

1. The graduated approach (Asses, plan, do, review) will be implemented to assess the child's need accurately and effectively.
2. Parent meeting. A discussion with parents will take place to ensure we are working in partnership and gaining all the relevant information to make accurate assessments, and gain consent if needed, to work with any outside agencies.
3. Contact our Local Authority Area SENCO and seek advice where needed.
4. Support plan put in place to include parents/carers, all agencies involved, nursery, and where able the child, to ensure a consistent approach to supporting the child is put in place.
5. MAT assessment to be completed and sent to Area Senco. Dependant on needs, an initial meeting will then be put into place.
6. On-going observations to be carried out and continuing to follow the graduated approach.
7. Review's will be carried out termly with parents, and any additional agencies.
8. Code of practice – Individual Education, Health and Care Plan to be completed where needed.
9. Ongoing Observations and review meetings.
10. A review meeting for an EHC will be completed within 6 months, to ensure we are following the statutory framework within the SEN Code of Practice.