

## **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

### **Rationale**

At Aire Valley Nursery Schools Federation we respect and enjoy each child's individuality, providing for differing needs including special educational needs and / or disabilities. We ensure a secure environment and positive experiences are provided to develop a child's confidence and self-esteem. We help children understand their feelings and express them in ways which do not hurt others. We value parents as partners in their children's education.

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

### **Aims**

To identify special needs and disabilities at an early stage.

To work with the Local Authority in providing Early Years Enhanced Specialist provision places

To value and build on parents' knowledge of their children.

To provide a family friendly environment, establishing positive relationships between child, parents and school.

To provide all children with an open and accessible introduction to education.

To offer a wide range of experiences to all children.

To promote children's confidence and self-esteem.

To help children understand their own feelings and needs and those of others.

To develop positive attitudes amongst all staff, children and parents towards children with special needs.

### **Objectives**

1. To ensure effective management of SEND through a identified co-ordinator
2. To support early identification of needs through initial entry assessment.

3. To establish and foster partnerships with parents through the key worker system, home visits, parental involvement in initial and ongoing assessment, daily contact, parents contributions to the record of achievement etc.
4. To help the child and parent feel secure about the transition from home to nursery and welcome the parents presence in the classroom to support their child.
5. To make time available on a daily basis for communication between home and school where appropriate (See Staff roles and responsibilities)
6. To offer a range of experiences and resources which are accessible to all children and which value and extend their home experiences.
7. To regularly place concerns about individual children and special needs on the agenda of staff meetings in which individual children's progress and needs are discussed
8. To value and acknowledge a child's achievements.
9. To support children's ability to express themselves and respect others.
10. To identify and meet the professional development needs of staff in respect of special needs.
11. To support parents understanding of nursery education through displays, booklets and discussions which chart their own child's progress through different stages of development.
12. To work collaboratively with other professionals/agencies with the aim of working together to effectively support children's needs.

