Special Educational Needs and Disability (SEND) Policy

We at Munchkins Kindergarten aim to give each child the utmost Care, Attention, Help and Support to encourage all areas of their development.

We will work with you the parent/carer and always keep you up to date on the progress of your child at all times. We provide a safe and caring environment where your children are supported and encouraged to reach their full potential and also aim to make the first steps of life educational, safe but most of all fun and enjoyable!

Our very experienced and qualified staff will always be available and willing to answer any questions or concerns you may have and support you as much as possible throughout the SEND process.

We welcome all children in our provision whatever their individual needs or ability. We plan a broad and balanced curriculum for each individual child and we also monitor and review our practice regularly and if necessary make adjustments accordingly.

At Munchkins we feel that our children are treated as individuals and their own personal needs and requirements are met appropriately. We try to provide a differentiated curriculum to meet these needs, by planning for each child individual, making sure there are opportunities for all children to gain a positive outcome and forward their development daily.

Definition of Children With SEN

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

 has a significantly greater difficulty in learning than the majority of others of the same age, or

 has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

SEND Code of Practice, 0-25 years, 2014

Identification and Assessment if children with SEN

We have regard for the Code of Practice on the early identification and assessment of children with special educational needs. We have adopted the graduate approach when working with children with SEND as outlined in the updated code of practice.

Within the setting Rachel Beresford is our Special Needs coordinator and she is assisted by Zoe Larrington, she has many years of experience of working with children with SEN and has completed a range of training to support her role including Elklan speech and language level 3 training. Both Rachel and Zoe have completed the in depth four day ’SENCO Training’ to support them with their work. We also work very closely with the Early Years and Childcare support team, to ensure we provide inclusive practice.

The Role of our SENCO (Special Educational Needs Co-Ordinator)

* To provide help and support to both the parent/carer and their children.
* Be responsible for monitoring the needs and progress of the needs of children with Special Educational Needs and Disability (SEND)
* Liase with other professionals and outside agencies alongside parents.
* Ensure that any information/record keeping is up to date and accurate about the children

This will be kept confidential and only accessed by staff, and other professionals that are relevant to your child (with parental permission)

If there are any concerns about a child in Nursery our SENDCO will contact the parent/carer to arrange a meeting to discuss the plan of action we will take. Staff members that are trained in Special Educational Needs, will try to update their training and knowledge, as frequently and in-depth as possible to ensure their understanding of this area is current, fresh and up to date information, enabling them to continue their progress with your child.

Our SENDCO is around Nursery daily, if you should have any questions please do not hesitate to talk to Rachel or Zoe with confidence about anything.

If for any reason they is unavailable, please feel free to ask other members of staff who will be happy to help you in any way possible, and/or leave a message or note for a SENDCo to then follow up when she is available.

Planning and Monitoring/Assessment

At Munchkins we adapt our activities, resources and equipment to help each child take part in everything, depending upon their needs. Our system of observations and record keeping operates in conjunction with parents/carers, which are readily available through tapestry for parents to see, comment and add to, this enables us to monitor the children’s needs and progress on an individual basis, making changes and improvement when and where needed.

If we feel it is needed we will contact the ‘Early Years Childcare and support team’ from the Lincolnshire County Council, to advise us on what action we can take to help the child to progress to best of their ability.

There may be occasions that we will ask you the parent/carers to help with your child’s progress, by following the same activities that we do at nursery/preschool at home.

This will help you to understand and see any improvements your child is making; this will also keep your child’s learning consistent from one day to the next/one setting to another.

Partnership with parents

* We work closely with parents/carers of children with SEN/disabilities to create and maintain a positive partnership.
* We ensure that parents are informed, at all stages of the assessment, planning, provision and review of their child’s education.
* Provide parents with information on sources of independent advice and support.

We do not contact another professional about a child without parental consent unless there are concerns about safeguarding.

This Policy will be reviewed annually by the settings SENDCo

Date of review: April 2024