



Special Educational Needs Policy

Reviewed date: January 2024

Bidborough Village Nursery School is committed to providing an inclusive environment that supports all children's individual learning and development needs, in accordance with the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (January 2015) and the Disability Discrimination Act 200, and Equality Act 2010. We believe in the potential of every child and are dedicated to ensuring that children with SEND achieve their full potential.

Aims and Objectives

- To identify and provide for children who have special educational needs and additional needs.
- Ensure that all children have access to a broad, balanced, and differentiated curriculum.
- Work in partnership with parents/carers and other external agencies to provide for children's special educational needs.
- Promote children's self-esteem and emotional well-being.

Identifying Special Educational Needs

- We adopt a graduated approach to identifying and assessing needs, following the four stages of action recommended in the SEND Code of Practice: Assess, Plan, Do, and Review.
- Early identification of children's needs through close observation, assessment, and partnership with parents/carers is paramount.

The Role of the Special Educational Needs Coordinator (SENCO)

Our SENCO, whose contact details are available on the parent's information board, is responsible for:

- Managing the day-to-day operation of the SEN Policy.
- Supporting the identification of children with special educational needs.
- Coordinating provision for children with SEN and developing the school's SEN policy.
- Liaising with parents/carers, external agencies, and other professionals.
- Ensuring that relevant background information about individual children with SEN is collected, recorded, and updated.

Working with Parents and Carers

- We believe that a strong partnership with parents/carers is essential for effective support of children's needs.
- We communicate regularly with parents/carers to report on progress and discuss the effectiveness of support and interventions.

Inclusion and Accessibility

- We ensure that our environment is as accessible as possible to children with SEN.
- Reasonable adjustments are made to cater to the needs of individual children, including the provision of auxiliary aids and services.

Training and Development

- Staff are provided with training and resources to help them support children with SEN effectively.
- We ensure ongoing professional development in SEN practices and procedures.

Transition to Other Settings and Schools

- We support children and their families with transitions to new settings or schools, including sharing information and preparing the child for change.

Monitoring and Evaluation

- The effectiveness of our SEN provision is monitored and evaluated through observation, assessment outcomes, and feedback from staff, parents/carers, and external agencies.
- This policy is reviewed annually to reflect new developments in SEN practice and legislation.

Complaints Procedure

- Our complaints procedure is available for parents/carers who wish to discuss concerns about SEN provision.