**Special Educational Needs Procedure**

We aim to follow and regard the SEND code of practice in Identification and Assessment of Children with Special Educational Needs, to ensure we provide equal opportunities for quality learning, through play experiences and resources.

Admission arrangements are made prior to the child’s first day at the nursery which include a visit. This is offered to all children and families whereby they can meet their child’s key person who can familiarise themselves with the child, their needs and requirements. It is at this time we encourage parents and carers to share as much information as possible to help us plan their child’s next stage of development. Parents/carers can feel they have a specific person, with whom they can have personal contact, offering support to the family.

If additional support is required i.e. support worker or resources, this may be arranged. The nursery, where possible, will adapt facilities or obtain any specific equipment which is needed for the child. Nursery staff can access appropriate training if required and with parental permission, liaise with other agencies which may be involved with the family.

Gradual Admission

Gradual admission (settling in time) is arranged to suit the individual child although the nursery has guidelines, a child would never be admitted to the nursery unless the parent/carer and key worker were completely happy with the placement.

The Key Person plans weekly for all the children, taking into account, ages and stages of development using the EYFS Framework for guidance:

The child’s Key Person is responsible for observation, recording, planning and assessing the child’s development. These records can be used to write the child’s individual learning plan. The Key Person will also work closely with any other professionals involved with the child.

In addition we have a named Special Needs Educational Co-ordinator who is responsible for:

* Ensuring liaison with parents and other professionals in respect of children with special educational needs.
* Advising and supporting other practitioners in the setting.
* Ensuring that appropriate Individual Educational Plans are in place.
* Ensuring that relevant background information about individual children with special needs is collected, recoded and updated.

If you have any concerns regarding this policy please discuss them with the manager.