



Bearwood College

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NURSERY – SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT POLICY

Bearwood College is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and contribute to safeguarding and promoting the welfare of children and young people at Bearwood College.

The Bearwood College Policy Documents are revised and published periodically in good faith. They are inevitably subject to permanent revision. On occasions a significant revision, although promulgated within College separately, may have to take effect between the re-publication of the entire set of Policy Documents. Care should therefore be taken to ensure, by consultation with the Senior Management Team, that the details of any Policy Document are still effectively current at a particular moment.

While this current Policy / Procedure may be referred to elsewhere in Bearwood College documentation including particulars of employment, it is non-contractual.

Authorised by the Headmaster on behalf of the Governors, following Resolution by the Board in January 2012

SEN Disability, Planning and Inclusion

At Bearwood College Nursery we have an inclusion policy, whereby within our capacity we aim to offer the same quality care and education to all children, regardless of disability.

To fulfil this, the following steps have been taken:-

- The member of staff responsible for SEN in the Nursery undergoes training, including with the Local Education Authority, ensuring any child with SEN has a suitable Individual Learning Plan (ILP) and liaising with other involved agencies.
- The Nursery programme is planned so that as far as is practicable it can be accessed by all children, regardless of ability, at their own levels of understanding. The physical layout of the nursery takes into account the health and safety considerations of working with young children. The nursery classrooms may be altered to facilitate children with limited sight, hearing and locomotion difficulties.

Admission of children with special needs is referred to in the Nursery Admissions Policy document.

It is important that areas of concern with regards to a child's development and progress should be shared as early as possible. Early identification of special needs should lead to assessment and intervention before the needs escalate.

A child's difficulties must be discussed with colleagues, and then clearly documented on the appropriate forms. A strategy or programme must be implemented to address the identified needs. During the process of implementation, observations, records and associated documentation must be kept.

Some areas that need consideration in identifying special needs are:-

- physical health and function
- communication skills
- perceptual and motor skills
- self help skills
- social skills
- emotional and behavioural development
- responses to learning experiences

If special needs are identified, an ILP must be formulated. This will:-

- identify the child's current attainments
- target specific, priority areas of difficulty
- show systematic use of diagnostic and assessment techniques in identifying and making provision for learning difficulty

Targets are set which are directly related to areas of learning difficulty. These targets must be specific, measurable, achievable and relevant. They must be teachable within the timescales set for the review.

Indicators need to be specified which measure success eg frequency of behaviours/skills being taught. The programme must be monitored with records kept of targets, teaching methods and areas of success.

Parents need to be informed if staff have any concerns about their child. A meeting must be set up to discuss the concerns, get parental views, inform parents about an IEP and get their consent for its implementation.

All staff directly involved with the child are to be informed of the ILP. Relevant staff will liaise in the formulation, implementation and assessment of the ILP.

In the event of a disability or special educational need arising or otherwise becoming evident only after a child has been accepted by the Nursery, the process of review undertaken as a result will be conducted on the same basis as that for a child newly applying to join.

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