**Special Educational Needs and Disability (SEND) Policy**

**Person responsible for SEND: Lisa Gray and Emily Peussa**

Amberley Nursery and Forest School welcomes all children from our local community, it’s our aim that every child has the opportunity to access and enjoy a wide range of experiences and activities which meet their individual needs.

The key objectives at Amberley Nursery and Forest School are to work in partnership with parents, carers and their families. We welcome other professionals into the Nursery at every opportunity to discuss children’s progress and needs. We encourage children to accept and value each other.

Amberley Nursery and Forest School follow the DFES Special Educational Needs and Disability (SEND) code of practise for 0-25 years old. Our SEND Policy should be read in conjunction with the following policies:

* Equal Opportunities
* Admissions
* Behaviour Management
* Inclusion

Our SENCo (special educational needs and disabilities co-ordinator) is Lisa Gray who has the responsibility of liaising with the child, their families, key person, support workers and any other professionals. All members of the team are fully committed to including children with Special Educational Needs and/or disabilities, this includes children who are excelling within an area of their development.

Our key people regularly hold informal discussions with regard to children’s progress and to share any concerns through daily feedback. We recognise the huge importance of parent partnerships and families knowledge about their child.

Everyone in our team is aware of current Setting Based Support Plan (SBSP) targets and work closely together to ensure continuity. The SENCo works with the child’s families, their keyperson and any other agencies to plan SBSP targets and strategies to ensure that they are both challenging and achievable. All practitioners are required to contribute to these, with the Keyperson having overall responsibility for completing keychildren’s SBSPs, ensuring that children’s target and strategies are worked towards. Plans are reviewed termly, in conjunction with the parents and any external agencies (ISEND take the lead with Individual Learning Plans). We will always keep in mind the needs of the child and recognise these change frequently, we will always seek to review plans before the end date if a child’s needs have changed.

It is the aim of the Nursery and Forest School that all our team have access to relevant training and support, with opportunities to attend a wide range of courses such as those focused on Speech and Language, Behaviour Management and Makaton.

We firmly believe in an early response to an identified need. Members of the team have received training from the Speech and Language therapy department to run an in-house language group. When strategies like these are not sufficient our SENCo will liaise with parents and key people to involve outside services who may be able to offer further support and advice, at times this may involve seeking additional funding to access lower adult:child ratios, training or resources. Practitioners and our SENCo will liaise with outside agencies to contribute to EHC (Education and Health Care) Plans or Early Years Support Plans, attend transition meetings or PEP (Personal Education Plan) meetings where appropriate.

Policy revised January 2019 Lisa Gray