



# Special Educational Needs Policy

## Statement of Intent

At the Oasis we provide an environment in which all children are encouraged and supported to enable them to reach their full potential.

This policy is written to reflect the ethos of our nursery and in consideration of the Special Educational Needs Code of Practice (DFES 2015).

## Aims

We include all children in our provision.

We provide 2 named SENCOs and give their names to the parents. Briony Sedgeman and Hollie Empson (Lead SENCO's), they are designated to work with both the child and the parents and liaise with the relevant agencies. Sarah McNaughton-James of the Management Committee takes a special interest in SEN at Oasis and SEN transition into school.

We monitor and review our practice and provision and, if necessary make reasonable adjustments.

We identify the specific needs of the children with Special Educational Needs/Disabilities and meet those needs through a range of strategies.

## Methods

- We provide a statement showing we provide for children with Special Educational Needs/Disabilities.
- We follow the graduated approach to support the individual needs of the children, which follows a continuous cycle of assess, plan, do and review. In the event of a child's key person identifying that a child is experiencing difficulties with any areas of their learning and development, they will first implement some simple strategies to support their needs. They will gather observations of the child and analyse these to determine the nature of the child's delay or difficulty. If further support is required, the child's key person will then work closely with the child's parents and the settings SENCO to gather the information and decide if further action needs to be taken. If they decide that the child does require some additional support the child will be placed on the graduated approach and an Individual Education Plan (IEP) will be compiled. This information needs to be shared with the parent as soon as possible. The setting will ensure that the child's progress is recorded and monitored in increasing detail and referrals to external agencies will be made where

necessary. If further activities and observations continue to show that the child is making little progress then a request for an Education, Health and Care (EHC) Assessment and Plan can be made by either the setting or the child's parents. Parents/carers should be fully engaged throughout all stages of the graduated approach and their thoughts and ideas will be considered when planning future actions for their child.

- The child's key person will continue to discuss the child's progression with their parents/carers throughout this process. Permission should be sought from parents/carers before completing any necessary paperwork, such as referrals and Individual Education Plans.
- Assist with identifying any difficulties a child at the Oasis may have.
- We liaise with other professional bodies and parents to plan approaches and strategies.
- Keep parents in touch with progress through Individual Education Plans, the Key person system and regular meetings.
- Review our policy annually.
- Identify and work alongside outside agencies.
- Provide training opportunities as needed for staff in the Oasis settings as appropriate.
- Have a wide range of resources available for parents and staff.
- We ensure that our physical environment is as far as possible suitable for children, staff, visitors and volunteers with disabilities.
- Children who are due to make the transition from the baby room to the toddler room will need to be steady and confident on their feet before completing the transition. We have a large outdoor area with a wide range of play equipment including a climbing wall, cargo net, slide and rope swing. Staff members will assess your child during transition visits to ensure that your child can safely access the equipment and outdoor area. If we feel your child is unable to safely access the outdoor area and play equipment, they will remain in the baby room while they develop these skills. Where necessary, we will seek your consent to access further support from other professionals and to apply for funding to provide additional support for your child if required. We will also follow this process for all new children of any age who join the setting.
- The Oasis ensures that its inclusive admissions practice ensures equality of access and

opportunity.

- We have an Accessibility Plan in place that is used as a working document to support good practice. This document is reviewed yearly.
- At Oasis Childcare Centres we strive to provide a differentiated curriculum that meets the individual needs and abilities of all children. Staff carry out regular observations which enables them to identify and document evidence of children's particular interests, abilities, strengths and weaknesses. If a child is identified as having a developmental delay in one or more areas of their learning, we will undertake to help the child progress developmentally by providing the necessary additional support to meet their needs. Additionally, if a child is identified as being gifted and talented in one or more areas of their learning, we will undertake to plan experiences which can enrich and further develop the child's interests, gifts and talents.
- To work with parents and suggest ways in which they can support their child's progress at home.
- Our 'Admissions Policy' and 'Inclusion and Disability Awareness Policy' clearly outline the criteria for admission to the Oasis and this applies to all children, regardless of Special Educational Needs.

Disciplinary procedures will be followed if staff do not adhere to the regulations set out in this policy (please see Disciplinary Procedures).

Adopted by The Oasis Management Committee on: 31.08.2021  
Representative of Management Committee Signature: Lorna Tindeman  
Review Date: August 2022

