

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

Rainbow Corner Nursery School's Designated Special Educational Needs Coordinator is:



Emma Fowles  
(Nursery Manager)



Nicola Morgon  
(Deputy Room Leader)



Abbie Hendry  
(Nursery Practitioner)

We aim to promote successful inclusion of children with special educational needs and disabilities at Rainbow Corner Nursery.

With regard to the SEN Code of Practice, The Equality Act, and Special Educational Needs and Disabilities Reforms SEND, we ensure strong partnerships with parents, the local education authorities and health and social services. Providing a consistent approach to meeting children's Special Educational Needs (SEN) by placing the rights of the children at the heart of the process, allowing them to be heard and to take part in the decision making process whenever possible. Our main focus is on ensuring that Special Educational Needs are identified as quickly as possible.

Our aims are taken from the general principles within the SEN Code of Practice:

- A child with special needs will have his or her needs met;
- the special needs of children will normally be met in mainstream schools/nurseries;
- the views of the children will be sought and taken into account;
- parents have a vital role to play in supporting their child's education;
- children with special educational needs will be offered full access to a broad, balanced and relevant education, using The Early Years foundation Stage Principles.

Children with special educational needs are admitted to our nursery after consultation between the parents, the nursery manager, the Special Educational Needs Coordinator SENCO Emma Fowles, Nicola Morgon and Abbie Hendry and the key worker. The premises are suitable or can easily be modified where possible to cater for children with special needs requirements.

Identification and assessment – If a child is identified as not making expected progress within the EYFS, or if we feel a child requires additional help, this would be

identified through observations, trackers and Learning Journeys. We would then consider how best to meet his/her needs. We would consult the parents and work in partnership with them. We would then meet with the Special Educational Needs Coordinator (SENCO), the key worker and the parent to draw up an Individual Educational Plan (IEP), which is designed to for the child's individual needs. The key worker and the SENCO will plan activities in relation to the IEP which identify small achievable targets. The IEP is monitored by the SENCO and then reviewed each term by the SENCO, key worker and the parent. Confidentiality is respected with regard to these records and a secure locked cupboard is used in such cases where reports from outside agencies are required.

The SENCO will liaise with the other professionals, attend meetings, complete developmental records to assist with referrals such as to The Early Years Panel and Speech and Language.

Our Key worker system ensures that each adult is especially responsible for a small number of children (usually 8) giving them ample opportunity for quality time and attention from that person, who in turn has a full working knowledge of that child. Staff will deal sensitively with toileting; changing; feeding; administering medicines and on occasions where facilities are used off the premises.

After reviewing the child's progress we will consult with the parent on the action needed to help the child progress and what form that action should take. If support is required and permission granted from the parent, we would then seek advice and support from external agencies and make a combined decision to provide 'SEN Support' and children requiring a higher level of support with more complex needs will receive a co-ordinated Education Health Care (EHC) Plan, which will support the children for key changes e.g. moving through schools. As part of the 'graduated response' to meeting children's special educational needs, some children will benefit with support from within the nursery or from external experts such as Educational Psychologists or Speech and Language Therapists. Our aim is to focus on early intervention and support, rather than labelling. If additional resources were required we would apply for additional funding where appropriate.

External services/agencies may include:

Speech and language therapists;

Occupational therapists;

Physiotherapists;

Clinical psychologists;

Area SENCO;

Educational psychologist;

Portage worker;

Peripatetic teacher;

Social worker;

Health visitor

Transition arrangements – when a child leaves our care to enter a new setting or school, we liaise with the, sharing information to ensure a smooth transition.

Children with less complex needs will continue with

A one to one worker will be sought if deemed necessary and providing funding is available. This will be established on consultation with the Early Years and Childcare Partnership.

Our staff attend in service training on special educational needs which are arranged by bodies such as the Pre-school learning Alliance, Social Services, Portsmouth City Council. Training is updated on a regular basis.

The named Special Educational Needs Coordinators (SENCO) are Emma Fowles, Nicola Morgon and Abbie Hendry. They are able to offer support and advice to the staff and parents and are responsible for maintaining the SENCO register.

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