



Special Educational Needs and Disability Policy

Rainbow Nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where all children are supported according to their individual needs. Please see our Local Offer document for further information.

At Rainbow Nursery we believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

The nursery is committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. The nursery is committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parents
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child's development

All parents are asked to bring children along to the nursery for a one-hour session prior to their child starting at nursery. This allows the child's key person to get to know the child and discuss the child's individual needs with the child's parent. We can adapt our settling in procedure to meet each individual child's needs.

Aims

We will:

- Recognise each child's individual needs and ensure all practitioners caring for that child are aware of, and have regard for, the Special Educational Needs and Disability Code of Practice: 0-25 years, 2015, on identification and assessment of any needs not being met by the universal service provided by the nursery. If a practitioner has a concern regarding a child's development the practitioner would first speak to their manager who would then speak to the Special Education Needs Coordinator (SENCO) based at the nursery. The SENCO will look at the child's Learning Journey and spend time observing the child. If it was felt necessary we would speak to the child's parent/s or carer and raise our concerns with them. Initially this would be done by the child's key person as this is a familiar person to the parents or the manager of the area. If a parent comes to the child's key person with a concern regarding their child's development, the key person will speak to their manager regarding this. The manager will speak to the SENCO and decide what the next steps need to be – this maybe just reassuring the parent and offering advice or recommend seeking advice from the doctor or health visitor.
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities

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- Ensure that practitioners looking after any child with additional needs has experience of doing so or has the support of someone who has experience i.e. the SENCO
- Ensure the SENCO is present at any meetings reviewing the child's needs or that they are available should a parent or professional want to speak to them
- Ensure that children who learn quicker, e.g. gifted and talented children are also supported
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning

At Rainbow nursery the Special Education Needs Coordinator (SENCO's), are Kelly Hutton, Lisa Watson, Stephanie Elcock and Amelia Vickers

The SENCO works closely with all practitioners to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the nursery, always making sure plans and records are shared with parents.

We will:

- Designate a practitioner to be Special Educational Needs Co-ordinator (SENCO) and share his/her name with parents
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities
- Work closely with parents to create and maintain a positive partnership which supports their child(ren) and immediate family/carers
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education
- Provide parents with information on sources of independent advice and support
- Liaise with other professionals involved with children with special educational needs (SEN) and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child's needs to ensure secure information exchange and continuity of care
- Provide a broad and balanced early learning environment for all children with special education needs and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Learning and Provision Plans (ILPP's) for children with special educational needs and/or disabilities
- Review ILPP's regularly [*this may differ depending on the needs of the child*] and hold review meetings with parents and other professionals if they are involved at this time
- Ensure that children with special educational needs and/or disabilities are consulted, taking into account their levels of ability
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities
- Provide resources (human and financial) to implement our SEN policy
- Ensure the privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Use a Common Assessment Framework (CAF) if it is felt necessary
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. sign language trained practitioners
- Provide a complaints procedure and make this available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages if required and if we are able to
- Monitor and review our policy regularly

Special educational needs code of practice

It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that our nursery should adopt a graduated approach to assessment, through targeted and specialist support. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. Our nursery has identified a practitioner as a SENCO who will work alongside the child's key person and parents to assess the child's strengths and plan for future support. The SENCO and the child's key person will ensure that appropriate records are kept according to the Code of Practice.

Targeted Support- If it has been recognised that a child is making less than expected progress, this will be discussed with the SENCO and then be discussed with the child's parents. The SENCO, working alongside colleagues and parents, will assess and record the child's needs and provide an Individual Learning and Provision Plan (ILPP) providing future support. This plan will be continually under review in consultation with the child and his/her parent(s). This plan will be reviewed a minimum of every 12 weeks.

Specialist Support – This is characterised by the involvement of external support services, usually requested by the SENCO and colleagues in consultation with the child's parents. If a child was at targeted support and was still making less than expected progress, we would then take the next steps to involve other agencies. If the help given through Specialist support is not sufficient to enable the child to progress satisfactorily, it may be necessary for the nursery, in consultation with the parents and any external agencies already involved, to request an assessment for an Education, Health and Care plan.

This policy was reviewed in October 2020

This policy will be reviewed in October 2022 or before if there are any changes in legislation.

Signed: 
Early Years Nursery Manager