

# ROTHESAY NURSERY SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

The governing body of Rothesay Nursery School adopted this policy on 19 October 2017.

### 1. INTRODUCTION

**Rothesay Nursery School is an inclusive nursery and we are committed to providing high quality education for all children, regardless of need.**

This policy is in line with the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2014), the Equality Act 2010 and Part 3 of the Children and Families Act 2014. This policy should be read in conjunction with our SEND Information Report which can be found on our website: [www.rothesaynursery.co.uk](http://www.rothesaynursery.co.uk), which is also linked to the Luton Local Authority Local Offer.

### 2. AIMS AND OBJECTIVES

Rothesay Nursery School aims to provide an inclusive and supportive environment for all children (including those with SEND) and to give them meaningful access to the Early Years Foundation Stage (EYFS) Framework. We aim to:

- Ensure that all pupils, whatever their SEND, receive appropriate educational provision, through a broad and balanced curriculum; that is relevant and differentiated, and demonstrates coherence and progression in learning.
- Ensure that a child with SEND gets the support they need.
- Identify the special educational needs of children as early as possible, ensuring these are assessed, planned and provided for and reviewed every three weeks.
- Reduce barriers to learning and progress to enable every child to experience success.
- Enable children with SEND to engage in activities alongside pupils who do not have SEND. To ensure an inclusive school that makes reasonable adjustments for those with a disability.
- Identify the roles and responsibilities of all staff in providing for children's SEND.
- Work in partnership with parents/carers ensuring they are fully involved in the planning for their child.
- To keep parents/carers fully informed of their child's education.
- Work in partnership with outside agencies ensuring a multi-professional approach to meeting the needs of all vulnerable learners.

### 1. ROLES AND RESPONSIBILITIES

#### Governors

The Governing Body, in conjunction with the Headteacher and Special Educational Needs Co-ordinator (SENCO), is responsible for determining the policy and provision for pupils with SEND.

The Governing Body has appointed a SEND Governor (Alex Flegmann).

## **The Headteacher**

The Headteacher, Janet Brownjohn is responsible for ensuring that there is a qualified teacher who is designated as SENCO.

The Headteacher, in conjunction with the Governing Body and SENCO, is responsible for determining the policy and provision for pupils with SEND.

The Headteacher works closely with the SENCO to ensure the implementation of this policy.

## **The Special Educational Needs Co-ordinator (SENCO)**

Elizabeth Leer is the SENCO for Rothesay Nursery School and is supported by the SEND team; Early Years Educator, Clare Greatbatch and Administrator, Joanne Nilsson.

The SENCO is responsible for ensuring all practitioners in the nursery understand their responsibilities to children with SEND and the nursery's approach to identifying and meeting their needs.

The SENCO and SEND team advise and support colleagues.

The SENCO will ensure parents are closely involved and that their knowledge of their child informs any action taken by the nursery.

The SENCO and team are responsible for liaising with professionals outside the nursery.

## **Class Teachers/Class Leaders**

The classroom leaders are responsible for ensuring that the needs of the children within their class are met; and that all children reach their full potential. They facilitate and plan for the key workers and staff to meet individual needs.

## **Key Workers**

Key workers are responsible for providing appropriate targets for children who need additional educational support. They ensure that each child works on their personalised individual targets daily (Appendix 1). They continually assess how the children are progressing and adjust targets accordingly. They can draw on the SENCO and SEND team for advice on assessment and strategies to support the child's personalised individual plans.

Plans are assessed or reviewed every three weeks, or sooner, if the plan is not meeting the needs of the child.

Each plan must reflect:

- The child's attainment and progress.
- External advice.
- Parental Targets.
- Targets will provide appropriate challenge.

Key workers will support children who show signs of needing additional support by adapting existing practice. If this is not successful they will highlight their concerns to the SENCO. Early identification of additional needs is important. Any delay can give rise to a child's anxiety and subsequently to loss of self-esteem, frustration in learning and possible behaviour difficulties. Early action is critical to future progress and improved outcomes for each child. Thus supporting them for their next educational steps and adult life.

## **Early Years Practitioners and Learning Support Assistants**

Early Years Practitioners and Learning Support Assistants are responsible for including and supporting pupils with SEND in the nursery environment, in line with this policy. They must be aware of the children with additional educational needs or a disability and must differentiate learning activities to include these children. They ensure all children experience a quality education.

## **2. SEND INFORMATION AND ASSESSMENT**

Information about a child's learning and development is collected before they start and during their time at Rothesay Nursery School. This aids early identification of a child's potential needs or difficulties. Sources of information can include:

- Parents/cares.
- Pre-schools and playgroups on setting/transition visits.
- Special Educational Needs Service.
- Health Service professionals.

All children are baselined within two weeks of starting nursery, to gain a clear picture of their strengths, interests and needs. The EYFS framework and 'Early Years Outcomes' guidance is used as a starting point to assess the child's development.

A step by step guide is followed for any child showing signs they may require additional educational support (Appendix 2). Some children may need their learning delivered in smaller steps and they will be assessed against the Early Years SEND Developmental Profile. They will be tracked on this assessment and against the Luton Advanced Tracking System.

## **3. WORKING WITH PARENTS**

If children are identified as requiring extra support, this will be tailored to their circumstances. Parents are consulted at every stage and all documentation is shared. If a child requires an individual plan, parents are encouraged to set a target for their child.

The SEND team provide half termly informal meetings for parents to ensure they have a forum to ask questions and seek further support.

We will accompany parents to meetings about their child and we will visit schools with them.

## 4. OUR PROVISION

We are an inclusive nursery and our provision includes:

- Early Years SEND Developmental profile for children requiring additional educational steps.
- Whole team working. All staff are aware of and work with all children.
- Attention/language groups differentiated for our children's needs.
- Use of visual timetables and visual symbols.
- Sign language to support understanding.
- Picture Exchange to support language or objects of reference if initially required.
- Bespoke resources such as fascination boxes focussed on a child's interest or family picture books.
- Shoe box tasks.
- Sensory play such as: bubbles, shaving foam, food, paint glitter water and sand.
- Magic sensory room
- Music room.
- Soft play room.
- Quiet rooms.
- SEND bathroom and shower.
- Clean room.
- Library with appropriate reading material including board and sensory books.
- Provide transition picture books as applicable.



# REVIEW OF IP

Name:  
D.O.B:

Review of Plan No:

<b>Comments of effectiveness of IP</b>	
<b>Parent/Carers Review of Plan</b>	
<b>Updated information and advice – Consultation with other professionals</b>	

Date Reviewed:  
Reviewed by:

## ROTHESAY NURSERY SCHOOL

### Step by step guide for children with SEND or children who may need more intervention

Baseline LATS (2 weeks after starting nursery) – be thinking will they need intervention?



LATS (half termly) – are they below expectations? (half their chronological age)



Developmental Profile to be completed with first assessment and SEND internal referral form to be completed by Keyworker (parents involved)



An Individual Plan (IP) to be completed with 2 targets from any advice (if already been seen by professionals) and a target set by parents



Build up evidence/observations of the child. IP's reviewed, strategies used to move the child on. Language/attention group evaluations



SENS referral form the be completed by the Keyworker



Continue with IP's and link to LATS and Developmental Profile until professional advice has been received.



Edwin Lobo referral form completed by Keyworker.



Early Years Panel – Resourced Nursery Place application form completed by SENCO