

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY PARKLANDS NURSERY SCHOOL AND PLAYGROUP



SENCo: SARAH BROOKING

SENIOR FAMILY SUPPORT WORKER: LAUREN JACQUES

SEND GOVERNOR: SUSAN WALTERS

At Parklands Nursery School and Playgroup, we have high  
aspirations and expectations for all children;  
Learning through play.

Policy written: December 2016  
Signed by:  
SENCo and Head Teacher  
SEND Governor  
To be reviewed December 2017

## Special Educational needs and disability policy Parklands Nursery School and Playgroup

At Parklands Nursery School and Playgroup, the governors, CIO and staff work together to create an atmosphere where all children and families feel welcome, included and valued.

Children and their families are treated as individuals and we strive to meet their individual needs. We are committed to working with parents and other agencies to provide each child with the best start in life.

In both the Nursery School and the Playgroup we place a high emphasis on the children's and families' well-being, high self-esteem and independence. We place a high priority on being welcoming and inclusive. We work together, with the children and their families to improve children's wellbeing, involvement and to maintain strong relationships within the family, giving the children the best start in life.

At Parklands Nursery School and Playgroup, we have high aspirations and expectations for all children.

All children are entitled to an education that enables them to:

- Achieve the best possible educational and other outcomes,
- Become confident young children with a growing ability to communicate their own views and ready to make transition into compulsory education

All children should have an access to a broad and balanced curriculum, and that this should be made available in a form suited to the child's individual needs.

All parents/ carers are the child's first educators and we work closely with them to provide the best environment for their child.

SENCo for Nursery and Playgroup: Sarah Brooking, Head teacher and nominated Ofsted person

Governor responsible for Inclusion: Susan Walters

Senior family Support Worker: Lauren Jacques

We follow the EYFS statutory arrangement with regards to safeguarding, child protection, and welfare.

We have arrangements and procedures in order to recognise children's needs early on, making effective provision in order to improve long term outcomes for children. We recognise that parents know their children best and we feel it is very important to involve parents/carers right from the start. So parents/ carers are part of our procedures.

We listen to the voice of the child, captured through observation, conversation with the child and with key adults.

We aim to identify children's needs from a very early stage, working closely with parents/ carers, and, where appropriate, with other agencies, monitoring children's progress, and seeking help within and without the Nursery and Playgroup whenever necessary.

**Our provision and arrangements**

Our provision at Parklands Nursery School and Playgroup is organised so the children are able to access the equipment and materials for themselves and the child is able to choose whether they would like to be outside or inside. We feel strongly that it is important for children to have access to the outside and we have a purpose built garden for the Nursery and the Playgroup. This is used every day, all the year around, whatever the weather!

On entry all children have a home visit where we can talk to the parent/child about their child and meet the child in familiar surroundings

Children then have an individual "settling in" programme that reflects the need of the child and of the parents.

All children are observed and their observations annotated using the Ferre Laevers wellbeing and involvement scales.

All children then have a summary ("Settling in sheet" or Progress check at 2) that is shared with parents. The information gathered will be from Home visits, the well-being and involvement observations, staff discussions and parent discussions. The summary will show

- Well-being and involvement
- Characteristics of effective learning
- Learning through the EYFS

This information forms the basis of our planning for the children's next steps, in their development, wellbeing and learning; identifying any specific needs a child may have, whether short term or long term.

All children are expected to be part of the Nursery/Playgroup enabling environment but recognise that there may be occasions to adapt our provisions, adapt our routines depending on the needs of the child.

When we have identified each child's individual needs then we meet those needs by

- Giving extra adult support with qualified and experienced staff
- Individual or small group sessions
- Changing/adapting the pattern of the session
- Extending or adding to our continuous provision

We provide differentiation through:

- Individual settling in programmes
- Planning open-ended activities
- Flexible planning so that the adult can move to support the child when necessary
- Flexible group times.

These arrangements will always be discussed with parents/carers first.

All children are supported and monitored through observation and discussion. If any child has any areas of development that need extra support we discuss this with the parents/ carers and if when this extra provision is put in place and the child does not

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make sufficient progress then with parents' consent we will contact other professionals to help us.

All keyworkers are involved in this process of developing an individualised programme, and working closely with parents.

If a child, despite extra support continues to make less than expected progress or continues to show emotional or behavioural difficulties which interfere with the child's learning, then the child may need an EHCP.

All staff are qualified and experienced and able to identify any SEND needs of the children, and work with children to help their progression.

The Nursery School Head Teacher is the SENCo and ensures all child have the best start in life and any identified needs, with parent involvement, is acted upon. We have a qualified and experienced Early Years Assistant to work with the children that require extra input.

If the children need further advice and specialist support then we use the LA procedures to request specialist support from other agencies

**Parents are involved in all stages.**

### **Parental involvement**

Parents/carers are involved in their child's education right from the start. We feel the education process is a partnership. Each child has a key worker, who visits the child and their family in the home. This an opportunity for the parent/ carer to tell us all about their child. The key worker will set up, when appropriate and if required, any individual programmes that your child may need.

### **Progress**

#### **Graduated approach ASSESS-PLAN-DO-REVIEW**

All children's progress is followed through the learning journeys and is shared with parents/carers regularly. If your child needs extra support then there will be extra meetings to discuss your child's needs.

#### **Progress check at two and Early identification**

We work closely with parents, portage and where possible with health visitors to ensure children's needs are identified and acted upon, through a differentiated provision and/or through specialist support

#### **Formal checks and specialist strategies and activities deployed**

All staff attend relevant training when needed to understand the learning and developmental needs of particular children.

When looking at SEND provision and assessing children's needs we use the 4 main headings

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

In order to make assessments we gather information through discussions with the child, observations of the child plus discussions with other staff, the parents/carers and other professionals.

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We use

- Wellbeing and involvement
- EYFS tracking
- One page profile
- Portage developmental profile
- Additional to and Different from
- Socialisation and communication profile
- SAL checks

**Strategies and activities**

These are put in place in consultation with parent and other professionals.

- First and Then
- Objects of reference
- PICS
- A quiet space for individual and small group work when necessary
- Differentiation in the curriculum and routines when necessary

There is a wide range of information for strategies and professionals that can be involved, which is on the NCC website.

Professionals giving specialist support

- Portage
- Health visitor
- Educational Psychologist
- SALT
- Senior Family Support worker

Where despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made the expected progress, we will consider requesting an Education, Health and Care needs assessment.

THE PARENT/CARER WILL BE INVOLVED AT EVERY STAGE AND WILL ALWAYS BE PART OF THE DECISION –MAKING PROCESS WHEN LOOKING AT THE BEST NEXT STEPS FOR THEIR CHILD. THESE DECISIONS WILL BE MADE WITH YOUR CHILDS KEYWORKER AND/OR WITH SENCo, AND OTHER PROFESSIONALS.

**Medical Conditions**

We at Parklands ensure that children with medical conditions get the support they require to meet their needs. We have systems in place to ensure all understand the medical needs, staff take training where necessary and make appropriate notes when administering medicines or dealing with medical situation

### **Role and Responsibility of SENCo**

Coordinating role-

- Ensuring all children's learning and development is assessed and their next steps are planned for. Within this process those children that not as expected in their development then further observations and information is gathered.
- To ensure parents/carers are part of the process.
- To support keyworkers to ensure they have the necessary strategies and assessments to aid gathering of information about the child and their next steps
- Organising the necessary meetings to look at the needs of the children and to look at their next steps and how the children will be supported within the nursery and playgroup.
- Deployment of staff
- Gather and collate information to apply for further professional input
- Gather and collate information for further funding when required
- To liaise with Key workers to ensure they understand the child's needs and their next steps
- To liaise with the bursar to ensure the information required for the appropriate funding is supplied
- It is important for the child's key person to be involved and they are key in working with the child on a daily basis in order to deliver the individualised programmes and informing the parents of their child's progress.
- To ensure the admissions policy reflects the inclusive and accessibility practice of all involved with Parklands Nursery school and Playgroup
- To report to governors and CIO

### **Role of Governors and Parklands Playgroup CIO**

Provision and accessibility.

The governors and members of the Parklands Playgroup CIO will ensure that all children will be appropriately provided for wherever possible.

The named SEND governor/committee member will ensure they keep the governing body and CIO informed on all aspects of SEND and accessibility. The Head Teacher and Nominated Ofsted person will keep all informed of the children with SEND and how their needs are being met, and any extra adults that are employed to support these children. Also of adaptations that may need to be made to building to ensure it is accessible.

The Head Teacher and SENCo

- Prepares a report on SEND
- Ensures The implementation of the SEND policy
- Put in place arrangements for the admission of disabled children
- ensure steps are taken to prevent disabled children from being treated less favourably than others
- Ensure The facilities are provided to enable access to the school for disabled children
- Provide an accessibility plan showing how they plan to improve access over time.

SEN and D Code of Practice January 2015