



## SPECIAL EDUCATIONAL NEEDS/DISABILITY POLICY

ROUNABOUT NURSERY  
AINTHORPE SCHOOL  
AINTHORPE GROVE  
HULL HU5 5EB

This policy should be read in conjunction with the Special Educational Needs (SEN) Code of Practice (Nov.2001) and the Disability Discrimination Act 1995 (DDA)-updated (2001)-updated (2005)

### 1. Legal Definition of SEN (Education Act 1996) from the SEN Code of Practice DfES 2001 (Paragraph 1:3)

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have significantly greater difficulty than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for the children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition of any of the above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However the SENCO will explore the children’s skills in their ‘ home language ‘ with parents to establish whether they require support.

Special educational provision means:

- for children of two or over; educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA other than special schools, in the area

- for children under two, educational provision of any kind.”
2. Special Educational Needs Co-ordinator is Karen Harper  
Level 3 qualification CACHE Diploma in Pre-School Practice.

3. Statement of intent.

We provide an environment in which all children are supported to reach their full potential.

#### Aims and Objectives

We include all children in our nursery.

We try to identify as early as possible any difficulties the child may be experiencing.

We observe the child and make any relevant assessments.

If there are any ongoing concerns, we will speak sensitively to the child's parents.

We share information with the early years Access and Inclusion officers, (Debbie Mitchell ) and review whether the child should move forward to Early Years Action.

We adjust and modify the child's curriculum, appropriately, and monitor and record the child's progress.

We make reasonable adjustments to enable any child to access the provisions. Ramps are situated at the front and rear entry/exits of the setting to enable children using wheelchairs and walking aids ease of access to outside play areas.

Equipment needed to support a child's learning is acquired by loan or purchase from outside agencies.

All information and concerns remain confidential within the setting until shared with the parents and relevant professionals.

4. The Role of the SENCO

The SENCO works closely with colleagues to co-ordinate provision and support children experiencing difficulties, giving cause for concern, or with special educational needs, particularly through Early Years Action and Early Years Action Plus.

The SENCO works with colleagues to address any of the prime areas of development where the child's progress is less than expected when the 2 year progress check is undertaken. If there are significant emerging concerns or an identified special educational need or disability the SENCO will work closely with the child's key person to develop a targeted plan to support the child's future learning and development involving other professionals where appropriate.

The SENCO helps in planning appropriate activities to support the learning of children with special needs.

The SENCO, in consultation with the child's key person or support worker, devises an Individual Education Plan which identifies short-term targets for individual children.

The SENCO makes sure that parents are consulted and kept informed, especially where the Access and Inclusion Officer or other professionals are involved with the child.

The SENCO links with the Access and Inclusion Officer for help, training, advice and support in fulfilling her role.

## 5. Admissions Policy

### Statement of intent

It is our intention to make our nursery accessible to children and families from all sections of the local community.

### Aim

We aim to ensure that all sections of our community have access to the nursery through open, fair and clearly communicated procedures.

### Methods

In order to achieve this aim, we operate the following admissions policy.

We ensure that the existence of the nursery is widely advertised in places accessible to all sections of the community.

We ensure that information about our nursery is accessible – written and spoken form – and, where appropriate, in different languages. Where necessary, we will try to provide information in Braille, or through signing or an interpreter.

We arrange our waiting list in birth order. In addition our policy may take into account the following:

- the vicinity of the home to the pre-school
- siblings already attending the pre-school

We describe our nursery and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.

We describe our nursery and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.

We describe our nursery and its practices in terms of how it enables children with disabilities to take part in the life of the nursery.

We ensure the privacy of children with SEN/disabilities when intimate care is being provided.

We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.

We make our equal opportunities policy widely known.  
We would arrange in-service training for practitioners and volunteers if required.  
We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agency's views, inspections and complaints.  
This information is collated, evaluated and reviewed annually.

## 6. Working with Parents

Parents are introduced to the SENCO during initial visit to the nursery by the Head of Nursery/Manager. There is also a named photograph of the SENCO in the Pre school lobby and Children Centre corridor just before the Roundabout Room and Carousel Room.

Parents are welcome to visit the nursery and to help, at a time to suit them.

Every child in the nursery has a play plan which shows the child's progress. These are kept in named folders which are easily accessible to parents.

Information is shared with parents and parents are equally encouraged to regularly share their knowledge and experience of their child.

We always allow time for discussion with parents.

We provide parents with information on sources of independent advice and support.

## 7. Graduated Approach

We may be asked to carry out or contribute to a Common Assessment Framework (CAF) on a child to assess their needs.

The Common Assessment Framework (CAF) is a key part of delivering front-line services that are integrated and focused around the needs of children and young people. The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met.

The CAF will promote more effective, earlier identification of additional needs, particularly in universal services. It is intended to provide a simple process for a holistic assessment of a child's needs and strengths, taking into account of the role of the parents, carers and environmental factors on their development. Practitioners will then be better placed to agree, with the child and family, about what support is appropriate.

The CAF will also help to improve integrated working by promoting co-ordinated service provision. (*Taken from Every Child Matters Website.*)

Children are observed and monitored from the time they start attending our nursery. If a child is experiencing difficulties or there are any concerns about a child from a parent, carer, keyperson or staff member the child will be regularly observed and monitored.

We share any concerns with the Access and Inclusion Officer and ask for advice.

By taking into account the results of observations and assessments, the child's play plan and activities will be modified appropriately.

By taking into account their levels of ability, we would ensure children with SEN/disabilities are appropriately involved at all stages of the graduated response.

If concerns persist, the SENCO/Manager will speak sensitively to the child's parents.

We will review whether the child should move forward to Early Years Action.

## 8. Individual Education Plan (IEPs)

The SENCO will set short-term targets (small step approach) for children whose progress is giving cause for concern.

IEPs should be part of the normal planning and not seen as something separate when organising daily activities. Activities need to be differentiated according to the needs of individual children.

IEPs will focus on a maximum of three or four key targets. They will be discussed with the parents, monitored and reviewed regularly, usually every half term.

If targets are found to be too difficult for the child to achieve success, they will be broken down into smaller steps.

New IEPs will be written depending on the progress of the child. All copies will be kept on file and forwarded to the next setting.

IEPs are shared with the staff working with the child, and may also be worked on at home. Parental involvement is essential.

## 9. Early Years Action

When nursery staff, or the SENCO identify a child with special educational needs, interventions will be devised, additional to or different from those provided as part of our usual curriculum.

The SENCO will gather information about the child and make initial assessment based on progress being made. The Access and Inclusion Officer will be informed at this stage.

The SENCO /Manager will consult with the child's parents explaining there is some cause for concern, asking the parents for their views and giving them ideas as to how they can help at home.

The nursery staff will provide additional help, using different resources and methods to meet the needs of the child. An IEP will be written, setting short term targets. Progress will be monitored and reviewed regularly and parents will be kept informed.

#### 10. Early Years Action Plus

If on review, it is felt that more specialist assessment and support would benefit the child, the SENCO will consult with the parents, and with their permission, contact the Access and Inclusion Officer. Contact with outside agencies will then begin (e.g. Speech Therapist, Educational Psychologist, Health Visitor, etc) for advice and support.

In conjunction with other professionals, a new IEP will be written. Progress will again be monitored and reviewed regularly.

11. We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.

#### 12. Requests for Statutory Assessment

Statutory Assessment (SA), normally made through the Educational Psychologist, or Common Assessment (CAF) may be carried out with the consent of the child's parents.

#### 13. Complaints Procedure

(see Roundabout Nursery Group Policy Book)

#### 14. Review of Policy

15. policy written 1st February 2012

Review date – 1 year from date of this policy (February 1 2013)

Reviewed 1st February 2013 – Karen Harper

Reviewed March 2014