

Rosebuds Nursery Special Education Needs and Disabilities (SEND) policy

How we identify SEND

At Rosebuds Nursery we use the definition of SEN from the 2014 [‘SEND Code of Practice: 0-25 years’](#). This states: ‘a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream’ settings

We define the areas of difficulty as those identified by the Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or Physical

Some children have a disability. These children may not necessarily have SEN, although there is a significant overlap between disabled children and those with SEN. [The Equality Act 2010 has a definition of disability.](#)

Inclusion – our approach to supporting children with SEND

Rosebuds Nursery aims to provide an inclusive and supportive environment for all children, and to give them meaningful access to the Early Years Foundation Stage (EYFS) framework.

At Rosebuds Nursery we aim;

- to ensure that all pupils, whatever their special educational needs or disability, receive appropriate provision through a broad and balanced curriculum, that is relevant and differentiated, and enables the child to progress in their learning
- to use our best endeavours to make sure that a child with SEND gets the support they need
- to ensure that a children’s needs are identified as early as possible and are assessed, planned, provided for and reviewed termly.
- to reduce barriers to learning so that every child is enabled to experience success
- to ensure that we are inclusive and that children with SEND engage in activities in the Nursery alongside pupils who do not have SEND

- to make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and environment
- to take steps to ensure that children with disabilities are not treated less favourably than others
- to ensure that we find ways to capture the child's voice, their interests and opinions
- to work in partnership with parents and carers to ensure they are involved and able to contribute at every stage of planning the support needed to meet their child's needs
- to work in cooperation and partnership with other outside agencies and professionals where appropriate, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Roles and responsibilities

Below is a list of people to contact. You can contact these people via the school office (01953 453127).

The Special Educational Needs and Disabilities Coordinator (SENDCO)

The designated SENDCO for Rosebuds Nursery is Allison Barker.

- The SENDCO is responsible for ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- The SENDCO is responsible for leading and coordinating the 'graduated approach' (see below).
- The SENDCO advises and supports colleagues within the nursery.
- The SENDCO ensures parents are closely involved throughout and that their insights inform action taken by the setting.
- The SENDCO is responsible for liaising with professionals or agencies beyond the setting.
- The SENDCO can apply for Education, Health and Care Plans (EHCPs) and will organise the annual review of children who already have an EHCP.
- The SENDCO works with the Nursery staff to ensure they have the appropriate training and professional development to support learners with SEND.
- The SENDCO and the Nursery staff are happy to talk to parents who have concerns about their child's needs, whether your child already attends the nursery or if you are considering a place at Rosebuds Nursery.

Key people

Each pupil at the nursery also has a designated key person.

- Key people are responsible for including and supporting pupils with SEND in the Nursery environment in line with this policy.
- Key people are responsible for providing appropriate differentiation and access to the EYFS curriculum for all children with SEND. They can draw on the SENDCO for advice on assessment and strategies to support inclusion.

Early Identification

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Admission Arrangements

Please contact the school office for information about admission arrangements.

Transition

Information about a child's learning and development is collected from a range of people prior to a child starting at Rosebuds Nursery to help build up a complete picture of the child and identify at the earliest opportunity both the child's strengths and any particular needs or difficulties that a child may have.

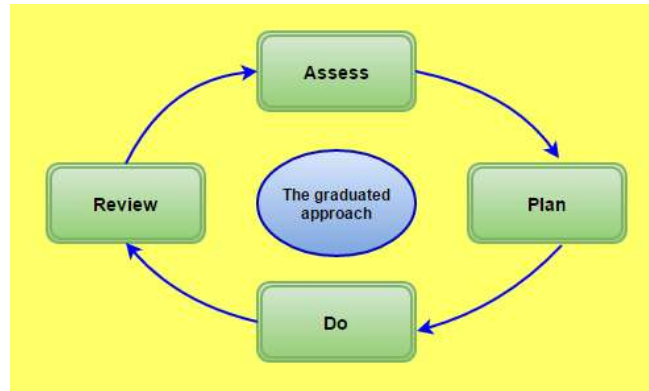
These sources of information can include:

- Parents via phone calls, meetings or home visits
- Pre-schools and playgroups
- Health visitors and other professionals

The more that we work in partnership with parents, the better the outcomes for the child. If your child has additional needs or a disability and you are considering a place at Rosebuds nursery, please make an appointment to speak to the SENDCO so that we can make arrangements to best support your child. This might include making any necessary adaptations to the physical environment, working with outside agencies or organising extra transition arrangements. The nursery was purpose built in 2018 and so has been built with the needs of pupils with disabilities in mind. Rosebuds nursery will make adjustments to meet the needs of disabled pupils as required by the [2010 Equality Act](#).

Graduated Approach - Assess, Plan, Do, Review

We follow the graduated approach of 'assess, plan, do, review', working closely with parents at each stage.



As part of this cycle, some children may have a one page profile. These are used to ensure all the adults working with the child know how best to support the pupil. One page profiles are written and reviewed with the input of the child's parents and where possible, the child.

Assess

The child's needs will be assessed in a range of ways, including communication with the child and their parents, observations and play based learning activities. For some learners we may also seek advice from specialist teams. These include Educational Psychologists, Speech and Language Therapists, Occupational Therapists and Physiotherapists.

Plan and do - Supporting learners

When it is decided that SEND support is required, the child's parents will be notified. The SENDCO and Early Years Practitioners will work with parents to plan how best to support the child. Any staff training or development needs will be identified. The EYFS curriculum will be adapted to meet the needs of each individual child. Early years practitioners will use various strategies and resources to adapt access to the curriculum, for example:

- Personalised play based learning activities
- Social stories
- Now and next cards
- Access to more specialised equipment or adaptations to the learning environment
- Individual behaviour plans
- A range of strategies to communicate with the child e.g. visual prompts or using signs

Review - Monitoring Support

The adults working with the child will collaborate with parents to review the impact of the additional support.

Monitoring the SEND policy

This policy will be reviewed annually by staff and governors. We work in collaboration with parents so would appreciate any feedback that parents may have regarding this policy.

Concerns and complaints

There may be times during your child's time in Rosebuds Nursey when you have a concern. You are always welcome to speak to the SENDCO or Nursery teacher. No worry is too small for us to take notice of. Please make contact via the school office. Should you need to make a complaint, our complaints policy is available on the school website.

Useful Links

Lots of useful links can also be found on the [SEN and Disability page](#) of the Rosecroft school website. Many of these links have been recommended by the parents of children who have special educational needs and attend the school or nursery.

For information about how the Norfolk Local Authority can support children with SEND, visit the [Norfolk Local Offer](#).

You can read more about how early years providers and schools must and should support learners with SEND in the government document: [SEND Code of Practice for children aged 0-25](#).