

Puddle Ducks
Special Needs Policy
Basis information about Special Needs Provision

Policy Objectives

In line with the 1981 Education Act, the 1988 Education reform and the 1994 Code of Practice on the identification and assessment of Special educational needs, the nursery will identify as early as possible and provide for:

- A Child who has significantly greater difficulty in learning than the majority of children his/her age.
- A child who is especially gifted.
- We will ensure that the desirable outcomes are balanced broadly based and relevant to the full range of children's needs.
- Through The New Foundation Phase we meet children's individual needs.
- We will encourage parental involvement in line with our nursery policy in developing and understanding partnerships.

Special Educational Needs Co-Coordinator

Mrs Rennie is SENCO. Mrs Rennie is responsible for the day to day operation of the SEN Policy.
She has also worked as a Barnado's Leader for children with learning and physical disabilities, has worked closely with SEN pupils in Primary schools.

The role of the SENCO

To Identify a child's needs

Carry out appropriate "early years action"

Recording what, how and when the intervention takes place and the outcome (nursery target flower)

Involving other agencies if appropriate and after no "adequate progress"

Involving parents and children

Identifying a child's need

Children have a learning difficulty if they have:

Significantly greater difficulty in learning than majority of children of same age

A disability which prevents or hinders use of usual educational facilities

Assessment and provision

To assist with the early identification of a child with SEN, the nursery follows these steps:

Differentiated learning opportunities

Early Years Action/Target flower

Early Years Action Plus

Regular and frequent monitoring and observations (child's SEN, action taken and the outcome, review and reset)

Identifying a child's needs

If you think a child has SEN and you have already tried differentiated opportunities you should:

Liaise with parents and staff

Gather information

Make a plan (target flower)

Take action (over time)

Review plan

Carrying out action and setting targets

Be consistent

Be realistic (1 or 2 targets small steps)

Stick to your plan for weeks rather than days

Vary the way you reward the child / reinforce behaviours

Be aware of all factors which might be affecting the success of the plan

Change the plan if you need to

Remember the cycle plan do review

Assessment is a continuing process and information transfers both within the nursery when a child moves from one base room to another and if a child should leave, full consultation is made to ensure continued action is made

Many staff have gained certificates in Managing Behaviour.

Admissions Agreement

The nursery accommodates children from 3 months to 8 years, with a capacity of 150 places. We will take all children, irrespective of any special needs, provided there are spaces available and the rights of other children are not greatly affected. If a child has a severe or complex disability and the nursery manager is approached to provide day care for such a child, there will be full liaison with the LEA and the medical services involved.

Access Facilities

The nursery is on one level. Outside the building there are ramps for wheelchair access. All doorways in the nursery are wide enough to accommodate wheel chairs. There are designated areas in the nursery which can be used by outside agencies for specific therapies. There is also a disabled toilet available in the main reception area.

Resources for Children with Special Educational Needs

There is a CD ROM computer which is available for use by all children. In addition there is a listening centre. A resource bank is at present being compiled by Julia Rennie the SENCO and will be kept in the office for use by nursery staff as and when necessary.

Integration Arrangements for Special Educational Needs Children

All SEN children are fully integrated within the day to day activities of the base rooms with differentiation by input, task and support where necessary. However if the child requires specific learning or physical therapy on a one to one basis or with an outside agency then this will be carried out in a suitable learning environment.

Evaluating Success

All the supervisors recognise their responsibility in providing for the needs of children in their base room who have SEN and keep detailed records in their assessment folders. The targets for children with SEN are incorporated into their planning. They spend a percentage of their time in providing individual and small group support to cater for the individual needs of these children.

Complaints Procedures

The supervisor will deal with any problems in the first instance, but if parent's are not satisfied the SENCO will always meet concerned parent's in order to resolve difficulties.

A complaint can also be made to the LEA. The complaint would then be investigated and appropriate action taken.

Training and Staff

All staff take part in a program of in service training and Julia Rennie identifies the areas to be addressed and how the training is to be

organised. Staff meetings are planned. To cover the following areas:

- Identification, assessment and provision
- Target setting
- SEN Resources
- Discipline policy and procedures

SUPPORT AGENCIES

- The nursery works very closely with the educational psychology Service who can provide a variety of support and advice when children have special educational needs. The EPS has an Advisory Teacher as well as Educational Psychologists. The nursery is also supported by the following agencies:-
- Educational Services for pupils with Visual Impairment
- Educational Services for pupils with Hearing Impairment
- Educational Services for pupils with Specific Learning Difficulties (Dyslexia)
- Educational Services for pupils with communication Impairment (Speech and Language Difficulties)
- Health service and local Doctor
- Monmouthshire County Council Early Years Co-ordinator and SEN Co-ordinator
- The nursery has regular visits from the health visitor and liaison with social services occurs when necessary
- Welsh Pre School Playgroup Association WPPA

Partnership with Parent's

Daily contact is made with parent's when dropping off and collecting their child. Any concerns of parent's can be discussed during these times.

Monthly parent sessions are available to discuss the child's progress and look at individual splash books.

Any education program supplied by an outside Agency will be copied and issued to parent's and also a copy is retained by the nursery for reference purposes.

Links with Schools

Parent's will inform the nursery of which school the child will attend (including those with SEN). All records will then be sent to the appropriate school. Visits to schools can be arranged if requested.