

Special Educational Needs and Disabilities (SEND)

Springwood Preschool, Copnor

At **Springwood Preschool, Copnor**, we recognise that **every child is an individual**. We work in close partnership with parents and carers to support children and their families as early as possible, ensuring that all children feel safe, valued, and included.

All children, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their full potential within an inclusive, nurturing, and stimulating environment.

Our Commitment to SEND

Springwood Preschool, Copnor, has regard to the Special Educational Needs and Disability Code of Practice (2015) and follows guidance provided by Portsmouth City Council.

We are committed to:

- . Providing an inclusive environment where all children can participate fully
- . Promoting equality of opportunity and positive outcomes for children with SEND
- . Supporting children's emotional wellbeing, communication, independence, and learning
- . Making reasonable adjustments to meet individual needs
- . Continuously developing staff knowledge and inclusive practice

Identifying SEND

Children's needs are identified as early as possible through:

- . Ongoing observation and assessment of children's development
- . Monitoring progress and identifying any emerging concerns
- . Regular communication and partnership with parents and carers
- . Liaison with health professionals and external agencies where appropriate

Children do **not** need a formal diagnosis to receive SEND support. Support is based on identified needs and is provided as soon as concerns are recognised.

Parents are encouraged to share any concerns about their child's development at any time.

Supporting Children with SEND

We follow a **graduated approach** in line with the SEND Code of Practice:

Assess – We identify the child's strengths and areas of need

Plan – We agree outcomes and support strategies with parents

Do – We implement targeted support and reasonable adjustments

Review – We regularly review progress and adapt provision as needed

Support at Springwood Preschool, Copnor may include:

- . Individual or small-group support
- . Visual aids and communication strategies
- . Adaptations to activities, routines, and the learning environment
- . Support for social interaction, emotional regulation, and behaviour
- . Consistent routines and clear expectations
- . Individual Education Plans (IEPs) for children with SEND are developed in partnership with parents and regularly reviewed
- . Access to dedicated spaces, including a Learning Room, Quiet Room, and Sensory Room to support learning, emotional regulation, and sensory needs

The Role of the SENCO

Springwood Preschool, Copnor, has a designated **Special Educational Needs Coordinator (SENCO)** who is also the **manager**:

SENCO / Manager: Catia Silva

Contact: 07434 978487

The SENCO is responsible for:

- . Coordinating SEND provision across the setting
- . Supporting staff to meet children's individual needs
- . Working in partnership with parents and carers
- . Liaising with Portsmouth City Council services and external professionals

Working in Partnership

We believe that strong partnerships are key to successful outcomes. We work closely with:

- . Parents and carers

- . Portsmouth City Council SEND and Early Years services
- . Health professionals, such as Speech and Language Therapy
- . Other relevant external agencies

Parents are fully involved in planning, decision-making, and reviewing their child's support.

Supporting Children with EHCPs and Transition to School

While Springwood Preschool, Copnor, is a nursery setting and does not directly implement EHCPs, we support children with EHCPs in preparation for their transition to Reception. We work closely with parents, Portsmouth City Council, and relevant professionals to:

- . Share detailed information about the child's needs, progress, and strategies that work best
- . Support the planning of provision at their receiving school
- . Ensure a smooth and well-informed transition so the child's needs are met from the start of Reception

Supporting Transitions

We recognise that transitions can be challenging for children with SEND. We support children during transitions by:

- . Sharing relevant information with parents and other settings or schools
- . Using visual supports and transition strategies where appropriate
- . Working closely with professionals to ensure continuity of care and support

Staff Training and Expertise

Our staff regularly undertake training to develop their knowledge and understanding of SEND, including communication and language development, emotional regulation, and inclusive practice. The SENCO provides guidance and support to ensure staff feel confident in meeting the individual needs of children.

Monitoring and Review

Children's progress is monitored regularly through observation, assessment, and review meetings with parents. IEPs are reviewed regularly, and support is adapted as children develop or as their needs change to ensure the best possible outcomes.

Further Information and Support

Additional information and services for families are available via:

Portsmouth Family Information Service

<https://www.portsmouth.gov.uk/ext/health-and-care/children-and-families/family-information>

Related Policies

This Local Offer should be read alongside our SEND Policy, Equality Policy, Behaviour Policy, and Complaints Procedure, which are available upon request.