

Policy 9.1

Fazeley Pre-school Special Educational Needs & Disabilities Policy

Supporting children with special educational needs

Fazeley Pre-school welcomes inclusion of all children regardless of their individual needs.

We use this policy in conjunction with the DFES Special Educational Needs Code of Practise (2015)

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

Policy statement

We provide an environment where all children, including those with special educational needs (SEN), are supported in reaching their full potential

Procedures

- We have regard for the DFES Special Educational Needs Code of Practice (2015).
- We follow the safeguarding requirements and welfare requirements of the early Years Foundation Stage.
- We promote equality of opportunity for disabled children and have regard to the Equality Act 2010 and make reasonable adjustments to ensure children with disabilities are not disadvantaged.
- We work with external agencies and other professionals to ensure children with medical conditions are supported and their needs met.
- We support children with special educational needs and/or disabilities (SEN) to ensure their individual needs are met and they have full access to the curriculum.
- We support parents/carers of children with SEN and work in partnership with them enabling them to take an active role in their child's education.
- We inform parents of 'What we offer' as a Pre-school to ensure they are aware of support that is available. This information can be found on our website and from Pre-school
- We identify specific needs of children with SEN and meet those needs through a range of SEN strategies.
- We involve other professionals, agencies and specialists that are matched to children's areas of need e.g. health visitor, portage, speech and language therapists, and specialist teachers etc. to identify strategies.
- We monitor and review our policy, practice and provision to ensure it is effective and adjust if necessary.

Admission

- Parents/carers of children with special educational needs should approach the Special Educational Needs Coordinator (SENCO) for more information and discuss how their child's needs can be met.

Premises

- Our premises are situated all on one level allowing easy access to children and their families with disabilities.

Roles and responsibilities

- Rachel Smith is the designated Special Educational Needs Coordinator (SENCO)

The SENCO

- Ensures that advice and support is offered to all staff in the setting and that they are aware of their responsibility to the provision for children with special educational needs;
- Liaises with parents/carers and other professionals;
- Ensures that background information is collected, recorded and updated;
- Ensures that appropriate plans are in place and are regularly reviewed;
- Takes the lead in further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs
- Takes the lead in monitoring and reviewing any action taken to support the child
- Ensures that appropriate records are kept for children receiving 'SEN support' or who have an 'Education, Health and Care Plan'.
- The SENCO receives advice and guidance from our district SENCO.

Staff training

- Our staff have positive attitudes to including children with special educational needs;
- In addition to the SENCO staff attend/receive training related to special educational needs as available;
- Staff have received training and/or have experience of Autism, Cerebral palsy, speech and language delay, development delay, hearing impairment, visual impairment and Makaton.
- Staff work with other professionals to receive the necessary training to ensure a child's needs can be met.

SEN support

The SEN Code of Practice 2015 emphasises the importance of early identification of special educational needs. We work closely with parents and listen to any concerns they may have about their child's development. Children's concerns are also listened to and addressed. We ensure parents are involved and informed at all stages of assessment, planning, provision and review of their child's education to create and maintain a positive partnership. We use the graduated approach with four stages of action, these are:

Assess

- Our 2-year progress check carried out between the ages of two and three enables us to review children's progress identifying strengths and any areas where the child's progress is slower than expected or gives cause for concern;
- For children, whose first language is not English, all aspects of the child's learning and development will be looked at to establish whether any delay is related to learning English as an additional language or it arises from SEN;
- Keypersons discuss any difficulties or concerns with the SENCO and the child's parents;
- We discuss with and involve parents in further planning and carrying out any appropriate support felt necessary, this is reviewed regularly to ensure support is matched to the need and to discuss progress;
- With parental permission intervention, may include more specialist assessment from health visitors, educational psychologists, portage workers, speech and language therapists, specialist teachers or other agencies from beyond the setting.
- The Keyperson observes, monitors and reviews the progress and development for all her key children throughout their time in our setting;

Plan

- Where the practitioner and SENCO agree and in consultation with parents it is agreed to provide SEN support then a SEN Support plan will be put in place.
- children's SEN are generally thought of in four broad areas of need and support, these are: communication and interaction; cognition and learning; social, emotional and mental health and sensory and/or physical needs and give an overview of the range of needs that may be planned for;
- The plan will detail the outcomes being sought, the interventions and support put in place, the expected impact on the child's progress, development or behaviour and a date for review;
- We involve children at all stages where possible, taking into account their levels of ability.
- The support and intervention decided will be based on the observations of the child carried out by the keyperson and is selected to meet the outcomes identified for the child;
- Any staff development needs are identified and addressed;
- Parents are given a copy of the plan.

Do

- The child's key person remains responsible for working with the child on a daily basis and keeps parents informed;
- The SENCO will support and oversee the implementation of the interventions agreed as part of SEN support;
- The SENCO will support the keyperson in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness of the support and its impact on the child's progress is reviewed on an agreed date;
- The impact and quality of the support is evaluated by the key person and SENCO working with the child's parents, the views of the child are considered where possible
- Any changes to the outcomes and support for the child will be agreed considering the child's progress and development;
- Parents are involved in planning the next steps and given copies of the plans.
- Where a child has not made expected progress despite the action taken to meet their needs a request for an education, health and care needs assessment will be considered;
- Where a child has an Education, Health and Care plan (EHC plan) this will usually be reviewed by the local authority at a minimum of 12 monthly. We can however work with the local authority as part of the review.

Record keeping

- Children's plans, records of progress and reviews etc. are confidential and kept in a lockable filing cabinet
- We liaise and share information with other professionals involved with children with special educational needs and their families.

Transition

- We work closely with the receiving school to ensure transition is as smooth as possible;
- A review of the SEN support being provided or the EHC plan is reviewed if felt necessary;
- To support the transition information agreed with parents is shared with the receiving setting or school.

Support

- Children with SEN are supported within the group and on a one to one basis where required;
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy;
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We provide different levels for activities enabling all children to achieve;
- We have behaviour guidelines in place.
- We provide parents with information on sources of advice and support by making them aware of our 'local offer'.

Resources

- We have a wide range of toys in the setting/school to meet different learning needs
- We seek out access to specialist equipment or materials where necessary
- We provide materials relating to children's interests and abilities

Inclusion

- We differentiate activities as children approach ensuring all children have access to the Foundation Stage curriculum;
- Our planning includes activities to support children's individual needs, interests and next steps;
- We make use of a variety of communication methods e.g. Makaton signing, picture symbols;

External support

- We are committed to joint working with external agencies linked to children's individual needs;
- Liaison is ensured using a variety of means such as telephone contact, written correspondence and email as well as face to face visits to our setting;
- We work following advice from these agencies to provide suitable strategies/targets for children.

Complaints

- We have a complaints procedure in place

Review of policy

- We ensure the effectiveness of our provision for special educational needs by collecting information from a range of resources, e.g. Target reviews, staff and management meetings, parental and external agency views, inspections and complaints.
- We monitor and review our policy regularly

This policy was adopted on April 20th 2001 and amended at a meeting of Fazeley Pre-school Committee on November 9th 2016
It will be reviewed again in November 2018 unless it is considered necessary beforehand because of changes in legislation etc.

Signed on behalf of Fazeley Pre-school Committee

Maria Haden
Chairperson