

1.12 Supporting children with special educational needs

Overall Aim of Statement

We aim to provide a safe, secure, caring, stimulating, inclusive and welcoming environment to all children and their families.

We aim to meet the individual needs of all the children in our care/attending our setting, including the needs of children with disabilities and special educational needs

- We have regard for the Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Admission Arrangements

For children with identified needs, applications for places at pre-school are treated on a first come first served basis.

Applications from parents/carers of children with additional needs/disabilities are not treated any less favourably than for those without.

Prior to the child's start date, parents/carers will be encouraged to share relevant information to ensure a smooth transition into pre-school. The SENCO and/or Key person will liaise with the family and ensure any reasonable adjustments that have been identified are made in readiness for the child starting pre-school.

There will be a named Special Educational Needs Coordinator (SENCO) Gwen Williamson (manager). All staff will have basic training in identifying and supporting children with additional needs and specific training in specialist areas as and when the need arises.

Specific Objectives

The SENCO is responsible for the day to day management of issues relating to special educational needs. She is responsible for advising and supporting staff in providing a stimulating and varied programme of play and ensuring the safety and wellbeing of all children and in particular a child/children specifically with special educational needs.

The SENCO will:

- Alongside the Key person observe, assess, plan, provide and take part in activities designed for the child/children in his/her care
- Help the Key person devise Targeted Learning Plans
- Support staff working with children with SEN; organise and attend staff/specialist meetings to discuss the progress of the child and liaise effectively with other professionals involved with the child
- Encourage parental involvement by forming strong relationships with parents/carers which recognise that the parents/carers are the first educators of the child
- Liaise with other managers to ensure the effective implementation of this policy
- Keep completely confidential any information regarding a child
- Continually update her knowledge through literature and regular training courses and share this with the staff team.

Procedures for identification, assessment and review of SEN

At pre-school the staff team are encouraged to share observations and information from parents/carers. Where staff or parents have concerns regarding a child's progress or development these are shared and the following steps may be taken.

Initial concerns:-

Early Years Action - regular written observations will be carried out by the staff team and in particular the key person. *A targeted learning plan (TLP) will be written, followed and evaluated every 4 to 6 weeks.*

An individual child's progress will be closely monitored by the SENCO. Different strategies will be put in place to enhance the child's development and learning and identify need. These will be reviewed regularly and next steps discussed.

Early Years Action Plus - advice will be sought from outside agencies after permission is received from parents/carers.

If concerns persist we may, with parents' agreement, complete a Request for Guidance to the Learner Support Team.

In line with the 'graduated response' identified in the Special Educational Needs Code of Practice (2001) Pre-school acknowledges and respects support given by outside agencies and are aware that in order to best meet the needs of all the children in our care and their parents/carers, advice and support is required by specialist services. It is the responsibility of the SENCO and/or Manager to liaise with outside agencies.

Request for Statutory Assessment - Parents/carers are fully involved with the Statutory Assessment process and concerns/comments are recorded through minutes of staff meetings and staff/parent/carer meetings, memos, telephone conversations and observations. Parents/carers comments are included in all decisions and they are kept fully and regularly informed by the SENCO and/or Key person.

Transition arrangements

When a child leaves our pre-school parents/carers will be consulted and their views incorporated and respected. The SENCO and/or Key person will liaise fully with the future setting. Meetings will be attended as required. A representative from a future setting will always be welcomed at our pre-school to enable the child to feel comfortable and enjoy a smooth transition.

A full and detailed Tracking (or other system as appropriate) will be supplied to the future setting.

Resources

All children will be encouraged to fully participate in the sessions and build up strong relationships with their peers.

All children have access to the Early Years Foundation Stage and at pre-school we ensure that all children have access to all equipment and resources.

At pre-school we recognise each child as a valued individual and will adapt our learning strategies as required.

Where necessary we seek advice to provide specialist equipment to ensure positive learning experiences. We recognise the value of AEN (Additional Educational Needs) money and we use this as necessary to support us in meeting children's needs.

Staff Training

Staff are required to attend regular training courses to update their knowledge. These are arranged with the Manager and are identified at induction, through supervision, one to one meetings, staff meetings and by informal discussion.

Complaints

Any complaints received regarding our services will be acknowledged and actioned on as per our Complaints Policy.

Policy Monitoring and Evaluation Information

This Policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the SENCO unless new legislation or an incident occurs which requires immediate review.

Signature

Date May 2014

Review due date May 2015