

# Supporting Children with Special Educational Needs

## General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.

### Equality of opportunity

#### Aims and Objectives

1. To be aware and recognise the individual needs for all children to enable them to reach their full potential. The emphasis of our SEN policy is on the early identification of any difficulties a child may have, and on offering an appropriate learning environment in which we provide a range of differentiated activities to meet all individual needs within the Early Years Foundation Stage.
2. Yaxley & Mellis Pre-school aim to have regard for SEN Codes of Practice and other guidance as issued by the Pre- School Learning Alliance,(PLA), Department of Education (FE), Early Years Foundation Stage (EYFS), including the Disability Discrimination Act now included in the Equality Act 2010 and other relevant authorities. We will liaise with other professionals, if appropriate, (and in full consultation with the parents) to ensure we are offering effective provision to meet all needs.
3. We aim to develop a partnership with parents always maintaining confidentiality and will always consult with a parent if we feel a child is not achieving their full potential.
4. A child's progress will be observed, monitored and recorded as appropriate and parents informed of their child's progress. The staff and parents will work in partnership on setting appropriate targets in the form of an Individual Education Plan (IEP). I.E.P's will be monitored and reviewed termly.
5. Records will be passed on to the child's receiving placement.

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child development	2.1 Respecting each other	3.2 Supporting every child	4.1 Play and exploration
1.2 Inclusive practice	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning
1.4 Health and well-being	2.3 Supporting learning	3.4 The wider context	4.3 Creativity and critical thinking
	2.4 Key person		

#### Arrangements for Coordinating SEN Provision

Allie Turner is the member of staff designated to coordinate provision (SENCO), she has completed the Suffolk accredited course. Lucy Seymour is her deputy. Allie & Lucy have both completed the City and Guilds Work with Parents Award Level 3

These roles involve ensuring the objectives of the SEN Policy are reflected in the practice of

Pre-school, monitoring the SEN policy, also liaising with parents and external agencies, promoting staff development in relation to SEN and ensuring appropriate SEN training for staff. They ensure that appropriate record keeping, observation and assessment procedures are in place and up to date. We ensure appropriate differentiations are in place, IEP's /Playplans are being implemented and that the child's progress and their records are reviewed on a regular basis.

### **Admission Arrangements**

We welcome all children and aim to respond appropriately to each child's background and individual needs. We ask parents to give as much notice as possible if a child is disabled or has special educational needs. This will enable us to explore with parents and professionals, how we can provide most effectively for that child to ensure that all aspects pertinent to the child's needs have been addressed.

Medical Needs would be discussed with parents, before the child is admitted to the setting to enable us to put a Care Plan into place if necessary. We will seek approval for additional funding if appropriate.

### **Specialist Facilities, Staffing and Resources**

All staff have received Makaton Training, Visual clues and puppets, Epi- pen training, Behavioural Management training.

The setting will have due regard for the Disability Discrimination Act (Equality Act 2010) and will look into seeking funding to make reasonable adjustments as appropriate.

The Pre-school building is on one level with excellent wheelchair access, and wide doors and an accessible toilet.

### **Allocation of Resources/ EYFS Planning**

Staff in the Pre-school work with individual children as appropriate, providing a range of differentiated activities and resources to promote development in following areas:

Physical health and functions	Communication skills
Perceptual and motor skills	Self-help skills
Social skills	Emotional and behavioural development
Responses to learning experiences	

The EYFS is monitored and evaluated meeting individual needs. We place an emphasis on responsive planning where the needs, wishes and interests of the child are taken into account and use these interests to plan the next steps in the child's learning. We offer inclusive play activities, both inside and outside.

We ensure that children are able to express their views and opinions in any matters affecting them. For example by:

- helping the child to take photographs of their favourite places, activities and people in the setting.
- Role play

### **Identification, Assessment and Review Arrangements**

We have regard for the Special Educational Needs Code of Practice (2001) and have

Adopted the Early Years Action and Early Years Action Plus model.

The practice of our setting is described through the following stages:

#### Graduated Response

When there is concern over a child it may be necessary to offer different opportunities or to use alternative approaches to his-her learning. We will record the child's strengths and weaknesses through written observations, which will be kept in the child's individual files.

When we have observed a child and have agreed that there is a concern, our SENCO or other appropriate member of staff will discuss the concern with parents.

We will then decide with parents how we will address and monitor the concern and will keep parents informed at all times.

#### Early Years Action

If the child has made limited progress at Graduated Response, we set specific targets for the child in a written Individual Educational Plan (IEP) in conjunction with the SENCO and parents and agree a date to review the IEP.

We record the child's progress in relation to the targets through observations and evidence of learning.

At the review, we assess the child's progress in relation to the IEP targets and decide with the parents on the next appropriate stage of action.

#### Early Years Action Plus

The SENCO seeks written parental permission to involve outside professionals to assist in developing a new IEP.

We then follow the same procedures as at Early Years Action.

#### Statutory Assessment

In conjunction with parents and the LEA's Educational Psychologist/Advisory Team, formal assessment and procedures relating to the possibility of the child having a Statement of Special Educational Needs will be considered.

We will continue to carry out IEPs and Reviews with the advice from the relevant professionals. Records will be stored and shared with full regard to confidentiality. Records and transfers arrangements are made regarding subsequent educational settings.

#### We monitor and evaluate our SEN policy as follows:

We review our SEN policy every January and in responses to changes to legislation, guidance and any changes in the setting. SEN and Deputy SEN are responsible for monitoring and evaluating policy and practice, for example:

- How well our identification procedures has enabled us to attend to the children with difficulties, and put in place the appropriate observation and assessment processes in place.
- How well children have attained individual targets
- How efficient our record keeping has been in following a child's progress
- How effective the delivery of the EYFS is in our setting ensuring access to a broad range of experiences and learning activities with other children within the setting.

- How well parents have informed us about their child's provision and how effective they feel it has been
- How staff feel about our procedures of early identification, assessment and planning in relation to SEN/disabilities and whether they feel themselves the children have made progress.

### **Complaints Procedure**

Please refer to separate Complaints Policy.

### **SEN Training**

Staff training in relation to Special Needs is met through attendance on recognised courses and in-service training in the Pre-school setting. Staff take part in training sessions organised by SENCO and have opportunities to discuss practice, policy and procedure through regular meetings.

We offer a range of books/information on special educational needs, which are available for staff to borrow at any time.

### **Partnership with Parents:**

We see the importance of developing relationships with parents seeing them as partners in the education/learning of children with SEN/disabilities. Also see our Parent Partner Policy.

We do this by:

- We value parental knowledge
- We encourage parents to share their concerns with us
- We involve parents in discussions/decisions made in relation to their child's educational provision and arrangements to meet the child's individual needs
- We inform parents of their child's progress
- We inform parents of the 'Parent Partnership Services' 01473 264699 or 01473 264698

### **Links – with other early years settings**

The Pre-school has links with schools, other pre-schools/nurseries and professional bodies. The pre-school aims to support a positive transition to primary school/other settings for all children. This will involve direct liaison with the receiving school/setting and provision of appropriate reports. At transition, a transition meeting will take place. Parents and all other professionals are invited to attend to share information.

### **Links - with support services**

We access the support of the Early Education Team, Advisory Teachers, Educational Psychologists, Portage workers, Health Visitors, Speech & Language Therapists, Children Centres, Family Support Workers and other involved professionals.

