

SOUTH DARLEY AND WINSTER PRE-SCHOOL

SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION POLICY

South Darley and Winstar Pre-school has regard to the Equality Act 2010, the Statutory Framework for Early Years Foundation Stage, The Special Educational Needs Code of Practice and The Special Educational Needs and Disability Regulations.

We aim to provide a curriculum, which is accessible to the individual needs of all our children.

We will develop practices and procedures, which will aim to ensure that all children's special educational needs are identified and assessed and the curriculum will be planned to meet their needs.

We will make reasonable adjustments for the inclusion of all children.

We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

We will make every effort to involve the child in decision-making about their special educational provision.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Special educational provision means educational provision which is additional to or otherwise different from the educational provision made generally for children of their age.

When children register at pre-school, some will have additional needs that the parents are aware of. For other children, the need for extra support will only become evident later as the child settles and develops.

All children are allocated a space at pre-school after consultation between parents and staff.

Children with additional needs are encouraged to attend pre-school, and a positive environment will be provided, and reasonable adaptations will be made to ensure children are included in all activities on offer and that their individual needs are met. Children may need extra support in the short or long term if they have difficulties with communication, learning, emotional and social development or Sensory or physical development.

Many children with additional needs make good progress through the provided curriculum which has differentiated activities.

All children with special needs or disabilities will be encouraged and supported to achieve their full potential.

We will also endeavour to access any other relevant resources and equipment, as well as accessing support from external agencies and organisations, including the County Pre-school Special Needs Support Service, Health Visitors, Therapists, Psychologists, Social Workers and Paediatricians to meet children's specific needs.

We also liaise with Primary Schools in preparation for children transferring to Reception class.

Our staff attend training whenever possible. The Pre-school works with regard to the DfEE Special Needs Code of Practice so aim to work closely with parents at all times. Pre-schools appointed Special Educational Needs and Disability Coordinator is Kirsty Tonks who is responsible for the special educational needs at the pre-school.

The procedures Pre-school staff will follow to identify the need for SEND support is known as the Graduated Approach.

This has four stages of action: Assess, Plan, Do, Review.

Assess

Children are observed and assessed at regular intervals to track individual progress. A child requiring SEND support will be identified through these assessments as working below expected age or will have a particular area of concern highlighted. The child's key worker, the SENDCO and parents will carry out an analysis of the child's needs.

Where there is little or no improvement in the child's progress, the SENDCO may seek specialist assessment from other agencies within health, education or social services with parental consent.

Plan

If SEND support is required, parents are informed. Then the key worker, SENDCO and parents must meet to plan the outcomes required, the interventions and support needed, expected impact on progress, development or behaviour and a clear date for review. Plans must take into account the view of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness. Parents should be involved in planning support and where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The child's key worker remains responsible for working with the child on a daily basis. With support from the SENDCO, they should oversee the implementation of the interventions agreed as part of the SEND Support. The SENDCO should support the key worker 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 should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the key worker and the SENDCO along with the parents of the child and taking into account the child's views. Any changes should be agreed in light of progress and development. Parents should have clear information about the impact of the support and be involved in planning next steps.

This cycle of action should be revisited in increasing detail with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insight to assessments and planning.

The graduated approach should be led and co-ordinated by the SENDCO, informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.

Where a child has an EHC (Education, Health Care) plan, the local authority must review the plan as a minimum every 12 months.

SEND support should include planning and preparing for transition, before a child moves onto another setting or school.

Where a child continues to make less than expected progress, despite evidence based support and interventions that are matched to the child's area of need, key workers should consider involving appropriate specialists, e.g. health visitors, speech and language therapists, portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired outcomes. This is done with parents' consent.

If despite having taken the relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the Pre-school will consider requesting an Education, Health and Care needs assessment.

Key workers will maintain a record of children under their care under the EYFS framework. These records are available to parents and they include how the pre-school supports children with SEND and disabilities.

Reviewed on

Changes made Yes / No

Approved by _____ (Manager)

Approved by _____ (Committee)

Next Review due

I have read and understand this policy

Print name _____ Signature _____ Date _____

Print name _____ Signature _____ Date _____

Print name _____ Signature _____ Date _____

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