



Supporting children with special educational needs and disability

Policy statement

We provide an environment in which all children, including those with special educational needs and/or disabilities (SEND), are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (June 2014).
- We ensure our provision is inclusive to all children with special educational needs or disabilities, (bearing in mind our physical surroundings, accessibility and staffing suitability.)
- We provide positive images and role models during play experiences wherever possible – we celebrate diversity in all aspects of play and learning.
- We support parents and children with special educational needs and/or disabilities.
- We identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of SEND strategies.
- We are aware that certain children learn quicker than others and these children too, are supported within the setting.
- We work in partnership with parents and other agencies in meeting individual children's needs, creating and maintaining a positive partnership.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.
- The Ark Pre-school has an 'open door' policy and are available at any time to discuss concerns.
- SEND support plans and children's development are discussed in monthly staff meetings and daily staff briefings.

Procedures

- We designate a member of staff to be the Special Educational Needs and Disability Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is:
Lynsey Haste who works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the pre-school, and ensuring plans and records are shared with parents.
- We ensure that the provision for children with special educational needs and/or disabilities is the responsibility of all members of the setting. We understand that every teacher/practitioner is a teacher of every child, including those with SEND needs.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.

- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
The 4 step graduated response system is as follows:

Assess

- This requires an analysis of a child's needs based on observations or specific assessments checking that the current support offered is matching the child's needs.
- A holistic view of the child is important, recognising how each of the prime areas impact on each other but also noting other factors that may affect the child's progress at this time.

Plan

- The planning will be based on agreement between parents/carers, key person, SENCO and any other relevant specialists about the appropriate outcomes or next steps for this child.
- Once the next steps are agreed, the interventions and support needed to bring this about can be detailed. Evidence of previously effective interventions and the child's characteristics of effective learning need to be taken into account. This will include details of how parents/carers can support progress at home.

Do

- Once the plan has been agreed, the SENCO and key person oversee the implementation of the interventions. All practitioners remain responsible for working with all children, with the key person maintaining the closer relationship and monitoring of progress for children in their key group.
- The SENCO supports practitioners with assessing the effectiveness of interventions, problem solving and advising on effective practice.

Review

- The key person, SENCO and parents/carers should evaluate the impact and quality of the support. This includes taking into account the child's views. Changes to outcomes or intervention can then be agreed with parents to increase the impact on progress.

Cycle

- The cycle represents the 'graduated response' with increasing details required each time, as the adult's knowledge and understanding of the child's learning and progress lead to more effective support. If despite 'purposeful action' the child makes little or no progress over a sustained period then practitioners and parents/carers should consider seeking advice and support beyond the setting.

- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education. All referrals need to be made with the participation and/or consent of the child's parents/carers.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs and/or disabilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing Education and Health Care plans (EHC)/individual educational plans (IEPs) for children with special educational needs and /or disabilities.
- We ensure that children with special educational needs and/or disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and/or disabilities.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disability Policy.
- We provide in-service training for parents, practitioners and volunteers when applicable and wherever possible.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs and disability provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Supporting children with medical conditions

- The Ark Pre-school recognises that a child with a medical condition should be properly supported so that they have full access to education.
- Some children with medical conditions may be disabled in which case the setting will comply with its duties under the Equality Act (2010).
- Risk assessments are carried out, highlighting areas of risk and potential risk and the procedures to follow. All staff must read and acknowledge each risk assessment to ensure they understand their responsibilities.
- We ensure we gain as much information from the child's parents/carers about the child's medical condition.
- We consult with relevant professionals such as doctors, specialists, therapists, nurses and other agencies to ensure we are providing the correct resources, equipment and care to support a child with a specific medical condition.
- We follow any specific programme or procedure given to us by these professionals or the child's parents. All staff working with a child with a medical condition will receive appropriate training as required.

Transition

- We recognise that SEND children and their parents may need extra support during times of transition.
- Settling in sessions are available for children new to the setting; these are organised according to parents/carers' wishes and the child's needs. Parents may stay with their child for as long as they like/until they are happy to leave them in the care of the key worker at the setting.
- Our support includes supporting a child and parents/carers when the child moves to another setting or to school. We work closely with the next setting and ensure correct information exchange and continuity of care.
- Should the parents/carers so request, we will support them by accompanying them on school visits as they decide on school places for Reception Year.

Further guidance

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2009)
- Special Educational Needs and Disability Code of Practice (June 2014)