



Special Educational Needs or Disability Policy for St Paul's Preschool

The aims and objectives of our SEND policy are:

- To identify early and support any children with SEN or disabilities and offer an appropriate learning environment in which we provide a range of differentiated activities to meet all individual needs.
- To promote equality of opportunity and value diversity for all children and families in our care.
- To ensure we review children's progress and share a summary with parents.
- We aim to develop a partnership with parents, and to always consult with parents if we feel a child is having difficulties.
- We operate an inclusive approach when it comes to adults and students working or volunteering at the pre-school.
- To provide a secure and accessible environment in which all children, including those with SEND, are supported to reach their full potential through appropriate learning opportunities.
- To encourage all children, irrespective of any special needs and disabilities to be included in all Preschool activities and opportunities for development.
- To provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and people with disabilities through our curriculum.
- To challenge and eliminate discriminatory actions.
- To observe, monitor and record a child's progress as appropriate. If a child is identified as having special educational needs we adopt a graduated response so as to be able to provide specific help to the individual child.
- The recognition that it is always going to be important to provide for children with additional needs, and where necessary we will liaise with other professionals to ensure we are offering effective provision
- To have knowledge of:
 - The principles and legislation of Inclusion and Special Educational Needs and Disability (SEND) in the Early Years.
 - Special Educational Needs and Disability Code of Practice (DfE & DoH 2014).
 - Early Years Foundation Stage Statutory Framework and Practice Guidance (DfE 2017).
 - Working Together to Safeguard Children (DfE 2013)
 - The Equality Act (2010).

The name of our Special Educational Needs Co-ordinator's are (SENCO) Demelza King and Gareth Hawcroft

The SENCO'S role is to:

- Liaise with parents and other professionals in respect of children with special educational needs or disabilities.
- Advise and support other staff in our setting and promote staff development in relation to special educational needs or disabilities, to include appropriate training.
- Ensure that appropriate Individual Education Plans (IEP) are in place.
- Ensure that relevant background information about individual children with special educational needs or disabilities is collected, recorded and updated.
- Contribute to any written reports, which may be required concerning special educational needs or disabilities.
- Monitor and evaluate the Special Educational Needs or Disabilities Policy.

The admissions arrangements for children with SEN are:

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 has additional needs. This will enable us to explore with parents and any other outside professionals how we can provide most effectively for that child.

Specialist facilities and staffing:

- If it is felt that if a child's needs cannot be met at our pre-school without additional personal and/or equipment, funding will be sought to ensure that the provision is made appropriate for that child's needs.
- After talking to parents and with their permission, we work in liaison with relevant professionals and agencies outside the group to meet children's specific needs e.g. Area SENCOs, Speech and Language professionals, Pre-school Advisory teachers etc.
- Wheelchair Access to the building
- Toilet facilities include wheelchair access, handrail and emergency pull cord.

Resources we provide for children with SEN:

All members of staff and students are deployed within the group to work with small groups or individual children where appropriate.

We provide a range of differentiated resources: - construction toys, large toys such as bikes, scooters, tractors, buggies etc. climbing frames, slides hoops, sand & water etc. Both indoor and outdoor activities are provided. We also provide pop-up books, story tapes, large books, floor jigsaws, tactile and malleable equipment such as playdough, threading, cutting, painting etc.

Identification and Assessment of children with SEN or disabilities:

We have regard for the Revised Code of Practice on the Identification and Assessment of Special Educational Needs.

We have adopted the levels of transition support format.

Transition plus 1: Targeted support for children with mild levels of vulnerability.

Having given a child time to settle into our pre-school, we observe and assess, talk with other members of staff involved with the child. If we agree that we have some concerns regarding this child, Demelza King (SENCO) or another appropriate member of staff will talk to the parents/carer. With their help we discuss the best way forward to help the child, through individualised arrangements for learning and teaching, for example, we would set up and implement an IEP (individual education plan). We record the child's progress in relation to the targets set on the IEP and decide with the parents/carer on the next appropriate step.

Transition plus 2: Targeted support for children with moderate levels of vulnerability.

If the review indicates continuing unresolved difficulties, after consulting with parents, specialist services will be called upon for advice in developing a new IEP. When external support services are brought in, this indicates that the child moves to transition plus 2.

Transition plus 3:

If help given through transition plus 2 is not sufficiently effective to enable a child to progress satisfactorily, in conjunction with parents we take advice from the Early years Inclusion Team with regard to a formal assessment and procedures relating to the possibility of a child having a Statutory Education Health and Care Assessment.

We plan our Early Years Curriculum (with access to the Foundation Stage), to include children with SEN as follows:

- We plan differentiated learning targets.
- We change our teaching styles to deliver learning activities to children with different individual needs.

Our learning environment provides the following opportunities for all children to be included in the setting as a whole:

- We make appropriate changes to the layout of the room for children with additional needs as and when appropriate e.g. movement of furniture or apparatus.
- One to one support would be given to children with additional needs to ensure that they could be included in all play activities.

We monitor and evaluate our SEN policy as follows:

- Our SEN policy and practice will be monitored and evaluated annually.

Complaints about our SEN provision are dealt with as follows:

- Parents can talk to a member of staff about their concerns or complaints, who will talk to Sandra Morahan (Lead practitioner).

- If difficulties cannot be resolved then the chairman of the committee will intercede. If the matter is still proving contentious, then a full committee meeting can be called.
- Each conversation or meeting is documented in a folder, which deals with concerns and complaints.
- OFSTED will be informed of the complaint and logged accordingly.

SEN Training:

Demelza King and Gareth Hawcroft attend regular SENCO training provided by All Children First and remains updated of the current procedure and legislation.

Partnership with Parents:

We place great importance on developing relationships with our parents and regard them as partners in their child’s learning. If we feel their child is having difficulties, we will discuss this with them, and gain their agreement before we involve any outside professional advice. Our aim is to include parents in any decision making in relation to the educational provision and arrangements to meet the child’s individual needs and keep them informed about their child’s progress.

Links with other early years settings:

Demelza King and Gareth Hawcroft maintain a link with the SENCO of St Paul’s Roman Catholic Primary. Should a child with a Special Educational Need or Disabilities transfer to any other primary school our SENCO’s will liaise with the SENCO of that school, with the parent’s consent, to enable a smooth transition.

Approval by the Management Committee:	
Signed:	
Chair:	
Date:	
The next review by the Management Committee will be:	

