



Together, caring and learning

Special Educational Needs Policy

Principles and aims

At Salway Christian Pre-school each child is given the opportunity to achieve and to become a confident learner. All children access a full range of activities through which they can develop and learn through play. Support is given to children with special educational needs so they have full access to the curriculum. They are included in all activities alongside their peers. The staff foster communication with parents and carers enabling them to play an active role in their child's education.

The setting's Local Offer is based on this policy.

Legislative Framework

Salway Christian Pre-School operates within the framework of the Special Educational Needs and Disabilities Code of Practice (SEND), issued Sep. 2014 (amended 2015), the Children and Families Act (2014), Equality Act (2010) and SENDA (2001).

Roles and Responsibilities

The Manager of the setting, Mrs Sue Albon, is the overall 'responsible person' for SEN, ensuring that the above legislation is met. The Special Educational Needs Coordinator (SENCO) is Mrs Anna Smith, she attends regular training and has day-to-day management of the SEN procedures and, where necessary, she will work with Key Persons and the Manager to ensure that we meet each child's needs, to the best of our ability.

The SENCO has the responsibility to:

- liaise with parents/carers
- liaise with outside professionals in regards to children's individual needs
- advise and support other practitioners in the setting
- ensure that appropriate learning and outcomes plans are in place
- ensure that background information is collected, recorded and updated
- take the lead in further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs
- take the lead in monitoring and reviewing any action taken to support the child
- ensure that appropriate records are kept for all children with SEND who require support from outside agencies.

Staff

- Staff receive regular in-service training and attend appropriate courses.
- Staff receive regular support from Redbridge EYCIT Team.

- All staff are familiar with the 'graduated approach' (Assess, Plan, Do and Review), which facilitates an early identification of possible difficulties, and ongoing monitoring of progress.

SEN Provision

- We believe that all children have the right to learn together and so we seek to provide appropriate learning opportunities for all children.
- Where necessary, we seek to adapt the learning environment to meet each child's needs and arrange the activities so every child can access them e.g. adjusting the height, using the floor etc.
- We differentiate all activities and we access a range of resources to meet individual children's needs.

Admissions

- We admit all children, including children with special educational needs from the age of two. We place all applications on a waiting list and, at times, we may give priority to children with SEN. We advise parents and carers of children with additional needs to approach our SENCO for more information and to discuss how we can meet the child's needs.
- We seek to treat each child as an individual, encouraging him/her to progress at his/her own rate in all areas of development. Each child is allocated a Key Person who will keep records of his/her progress through observations, discussions with parents and other members of staff. When a child has additional needs, the key person will be supported by the SENCO.

Premises

We have two large halls, three smaller rooms and a small garden. Due to the large amount of space available, we can accommodate many Specific Needs and are continually revising and adapting our resources and space according to the needs of the children we seek to provide for. Our setting is partially accessible for wheelchair users; we have the facility for a hearing loop in our main hall and have facilities for personal care.

Specialist environments can be used, i.e. soft play facilities, and multi sensory rooms in neighbouring provision with access arranged and insurance considered.

Identification and Assessment

- We believe in early identification of difficulties and in appropriate intervention to support children's progress, learning and development. Parents and carers are involved and kept informed at all times. Children who are experiencing difficulty with their learning are identified through discussion with parents and carers, observations, routine health screening and discussion with colleagues.
- All assessment is play based and follows the Early Years Foundation Stage (EYFS)
- Curriculum milestones. A link to the EYFS Curriculum, with details of its requirements, can be found at: www.foundationyears.org.uk.

- When a child is identified as needing extra support to progress in areas of development, we share these initial concerns with parents to enable appropriate intervention to be put in place as swiftly as possible.
- If we feel that we are unable to meet a child's need adequately without additional help, we will seek to procure this either by referral to the Pre-School Liaison Group (PSLG) to obtain the necessary funding to put this in place, or by obtaining advice and/or training from other professionals. We will do this once we obtain written consent from Parents/Carers regarding their involvement.
- The professionals from outside agencies we may work with in order to meet specific children's needs include Pre-School Liaison Group, Local Authority Inclusion/SEN Advisory Teacher; Educational Psychologist; Speech & Language Therapist; Occupational Therapist; Physiotherapist; Health Visitors. These professionals may also be involved in the child's transition to other settings and/or to school.
- An assessment, the Two Year Progress Check, is also compiled soon after entry. For a child who starts at three or four years, an assessment is also compiled soon after entry.

Monitoring and reviewing

- Monitoring of children's progress is ongoing and regular reviews are carried out with parents, carers and outside professionals when appropriate.
- Some children are supported 1:1 through SEN/Inclusion funding. One member of staff is allocated to support the child during daily activities. The aim of the support is to help the child to develop the relevant independence skills and may be withdrawn once the child reaches the expected progress.
- The setting groups children by age and stage of development.

Record keeping

When a child has a recognised condition or ongoing medical needs, relevant information is sought from parents and carers on admission and kept in the child's confidential folder. Confidential reports and records of progress and reviews are kept in a locked cupboard. The setting follows guidelines on data protection, preserves confidentiality and gives parent and carer access to records whenever needed. The setting keeps records of any additional provision made for individual children. The setting updates records regularly to which parent and carers are asked to contribute. Records are passed on to the next setting/school with parents and carers' permission.

Involvement of children

- We make use of augmentative communication (e.g. Makaton signing, PECS, Visual timetable) to support children's speech and language and social communication development.
- Children are involved in their own learning and encouraged to celebrate their own success and that of others.
- Children are asked how they would like to be helped.
- Children are encouraged to comment on whether they enjoy the learning activities provided.

Partnership with parents and carers

- See parent partnership policy

Transition

- See Transition Policy:

Complaints

- Anyone wishing to complain about our SEN provision should follow the procedure outlined in the complaints policy.

Policy Review

- The effectiveness of the policy is monitored by the SENCO with the approval of the manager.
- Parents and carers are invited to share their views regularly.
- The policy is reviewed annually, all staff are involved in reviewing it as this helps them have a shared understanding of the key issues and approaches for SEN.

Reviewed May 18