

Supporting children with special educational needs Policy

Policy statement - Pickering Preschool Playgroup understands its responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. We aim to meet the needs of each child as an individual regardless of difference and diversity.

All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as an individual, with their own cultural and spiritual beliefs. We believe that all children should feel valued and confident and should be cared for in a warm and loving environment. We will work with parents at all stages of the child's education and care to ensure our principles are put into practice.

We want every child to have the best possible play and learning opportunities. We recognise that some children may have particular needs and we take action to support and encourage them, working closely with parents and other agencies. We aim to identify the specific needs of children and meet these needs through a range of strategies. In conjunction with this policy we have our Local Offer which explains what we provide for children and their families with Additional Needs.

Our Special Educational Needs and Disability Co-ordinator (S.E.N.D. Co-ordinator) is Miss D. Lack

In line with guidance from the E.Y.F.S. and in line with the S.E.N.D Code of Practice we will endeavour to:

- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary.
- Stretch and challenge all children.
- Encourage children to recognize their own unique qualities and the characteristics they share with other children.
- Challenge any inappropriate/negative attitudes displayed by staff, parents/carers or children.
- Engage children in anti-bias activities e.g. stories or persona dolls, which promote positive attitudes to all people regardless of their level of ability, appearance, mobility etc.
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.
- Ensure that our physical environment is accessible to all children no matter their disability and adapt to support their mobility where possible.
- Ensure that sufficient activities are offered that are easily accessible to all children no matter their abilities and promote inclusive play for all children.
- Ensure that staff are good role models and do not pass on prejudices to children and adults in the setting either verbally or through body language.
- Provide in-service training for staff and volunteers.
- Ensure the privacy of children with additional needs when intimate care is being provided.
- To recognise that other children may also need extra support with their learning e.g. children whose first language is not English (EAL). We aim to support all children and ensure that no matter their struggle they are correctly supported to gain the best outcomes for them.

Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can best be helped. We aim to make any reasonable adjustments to our Preschool required by individual children or parents. No outside agencies will be contacted without parental permission.

Where children are identified as needing extra support within the Preschool this is called Early Years Action and involves the S.E.N.D. Co-ordinator, the parents/carers and the child's key person working together to write a plan to identify how the child will be given extra support. When outside agencies are involved also, this is called Early Years Action Plus.

For the very small number of children whose needs cannot be met in this way and whose needs are more severe and complex, the Preschool staff will, with parent's/carer's permission request a formal assessment from the Local Education Authority.

When children transfer to their next Preschool we will work closely with that Preschool and the child's parents to ensure a smooth transition for the child. If one or both parents have significant needs, we will support them to the best of our ability whilst keeping a focus on the child's needs.

All information kept on each child is confidential and Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where the Data Protection Act 1998 stipulates it is against the best interests of the child to do so.)

Review Process:

We are aware of the need to constantly review, monitor and evaluate our practices to ensure that they are effective. It is the duty of the S.E.N.D. Co-ordinator and the Preschool Leader to review the S.E.N.D policy annually and to be aware on a daily basis of how this policy works in practice. We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- The S.E.N.D. Co-ordinator works closely with other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the Preschool.
- 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.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- 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 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.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during the Early Years Action stages of the graduated response (stage 2 on Continuum of Needs).
- We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) or local alternative, for example, Early Help Assessment, Early Years Action Plus (stage 3 of Continuum of Need), Statutory Assessment and the Statementing process (stage 4 of Continuum of Need).
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for parents, Staff and volunteers.
- We ensure the effectiveness of our special educational needs 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 apply for additional funding where appropriate to further support children with SEND allowing them to the potential of 1:1 time and tailored resources for their specific needs.
- We can arrange in-service training for parents, Staff and volunteers.
- We monitor and review our policy annually.

It will be beneficial to implement transition reviews for children who are at Early Years Action and Early Years Action Plus. These will be arranged in the term prior to the child starting school or nursery. Inviting the future school or nursery S.E.N.D. Co-ordinator and/or class teacher to come into Playgroup and meet the child and parents, to allow as much preparation time as possible to implement a tailored transition.

Legal Framework The Equality Act 2010

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 Preschool Leaders (CWDC 2009), The Common Assessment Framework for Children and Young People: A Guide for Preschool Leaders (CWDC 2010), Special Educational Needs and disability Code of Practice (2015)

This policy was adopted at a meeting of Pickering Pre-School Playgroup held on 31st August 2023.

Date to be reviewed – Before end of August 2024.

Signed on behalf of the management committee

Name of signatory – Richard Allenby (Chairperson).