

PEDMORE PRE-SCHOOL CENTRE

Special Educational Needs and Disability Policy

Policy statement

This setting believes that children with a disability are children first; sharing the same needs and desires as all children.

We feel that where possible all children should share social and learning experiences with their peers in a local setting.

Inclusion is a human right with benefits for all.

Inclusion teaches children and adults to accept and value everyone, whatever their differences, it challenges fear and prejudice.

OUR AIM IS THAT ALL CHILDREN WILL BE HAPPY IN OUR SETTING.

Partnership with parents

We understand that parents know their own child best, and we are happy to learn from them about the unique needs of their child. Before starting pre-school we will need to build up a base of knowledge of all children in our care, this will be achieved by the completion of questions on our admissions form.

We are also keen to work with other professionals who may be involved, to ensure a constant and effective approach to intervention.

Where we have a concern about any aspect of a child's development we will talk to parents/carers. We understand that things that happen at home about which we may not know, can have an effect on children's learning, emotions and behaviour.

The Code of Practice for children with Special Educational Needs

The Code of Practice for children with Special Educational Needs and/or a Disability The SEND Code of Practice provides important guidance and regulations for schools, and all settings offering early education and registered for Nursery grant. This came into effect in September 2014 and covers children and young people aged 0–25 with SEN or a disability.

The code requires that the local authority sets out a 'local offer' of what support they provide for children and young people with SEND. The code gives guidance on a graduated approach to identifying and supporting children with SEND and requires that the children, young people and parents are involved in decisions about SEND provision.

"All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

SEND Code of Practice 2015"

If a child is identified, through ongoing observation and assessment, as not progressing in any or all areas of the EYFS, staff will then make specific observations to assess any reasons for this and to find the specific areas that a child is finding difficult. If necessary after observation are made, staff will meet privately with parents, at a time to suit them, to discuss the child's progress and any strategies nursery could put in place to aid the child. If appropriate, staff will offer the help of other professionals and complete paperwork with the parent's consent.

Staff will continue with the 'SEN graduated approach' to support the child during their time at Pre-school. This means all staff will:

Assess: make regular assessments to ensure that support is matched to need.

Specialist assessment will be arranged as and when necessary.

Plan: record any intervention and support given.

Do: implement the interventions and support agreed.

Review: evaluate the support and the impact on the child's progress.

If, despite having taken the relevant and purposeful action to identify, assess and meet the special educational needs of a child, the child has not made expected progress Pre-school will consider requesting an Education, Health and Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with the Education, Health and Care Plan. The purpose of the EHC Plan is to make special educational provision meet the needs of the child and secure the best possible outcome for them across the area of education, health and social care. The EHC Needs Assessment may indicate ways in which Pre-school, or the school you may choose for your child, can meet the needs of your child without an EHC Plan or whether special educational provision may need to be made.

Disabled Children and the Equality Act 2010

Pre-school sets out an inclusive approach, designed to be responsive to the individual needs of children and parents. We focus on delivering improved outcomes for all children and closing the achievement gap between disadvantaged children and others. Our setting aims to be inclusive to all children. We are familiar with and work within the boundaries of the Disabled Children & the Equality Act 2010.

Record Keeping

It may be necessary to keep more detailed records for a child about whom we are concerned, or for those already identified as having additional education needs.

These may include observations, examples of work, individual support plans.

These records are of course, shared with parents. They will be kept in a secure place and not shared with any third person outside the setting without the express permission of the parent except where not to do so would put the child at serious risk of harm.

Accommodation and other attributes

Pedmore Pre-School Centre is easily accessible to children who need to use a wheelchair or any other kind of mobility equipment. The inside is all on one level including access to toilet facilities. A disabled toilet is available via a ramp leading to the main primary school building. Outside play facilities are level.

We monitor and review our practice and provision and, if necessary, make adjustments.

Special Needs Co-ordinator

The special needs co-ordinator (SENCO) in this setting is:

Helen Bennett

This does not mean she is solely responsible for children with Special Educational Needs, but she will have an overview for ensuring recording is in place and that liaison with parents is undertaken regularly. She will also ensure liaison with parents is undertaken regularly.

The Co-ordinator will also ensure liaison with any other professional involved with parents/carers permission. Regular training in all areas of additional need will be undertaken and shared with other staff members.

The Co-ordinator will be familiar with the Code of Practice and will maintain a list of children in the setting currently thought to have additional needs.

Support Services

There is a range of local support services available.

- Specialist Early Years' Service – open referral on 01384 814364 or nursery can refer with parental consent
- Speech and Language Therapy – available through referral from yourself or your health visitor, GP, or from Nursery with parental consent
- Services for children with hearing or visual impairment
- English as an additional language
- Educational Psychology
- Clinical Psychology
- Occupational Therapy – help with fine motor and spatial awareness difficulties.
- Physiotherapy – for children with mobility difficulties
- SENDIASS – support particularly during formal assessment – 01384 485450
- The Orchard Partnership – provides information and support for children with disabilities and their families. 01384 813958, 10.00 am – 1.00 pm.

Use of the Policy

This policy has been shared with all staff and time is allocated for regular revision. It will be reviewed on a yearly basis to ensure the information is up to date.

The next review date is August 2018.

This policy was compiled on

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and is to be reviewed annually.

SignedManager

