

Hillside Pre-School and Early Learning Group

Policies and Procedures

Special Educational Needs and Disabilities Policy

The Pre-School will offer a place to any child with special educational needs or disabilities (SEND). We will show good practice in providing differentiation; altering and adapting the way activities are presented. We will enable children to access and make progress; providing a positive experience of learning through play and helping them to achieve to the best of their ability.

We aim to follow

- Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2017
- The Children and Families Act 2014, Part 3
- The Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Statutory Framework for the Early Years Foundation Stage 2017
- UNCRC (1989)

Procedure

- We will welcome all children with special educational needs/disabilities and will provide access. Please see our Admissions Policy for further information.
- We will discuss any relevant details with the parents/carers about any special educational needs they have identified in their child on completion of our registration form and in their "All About Me" form.
- We will ascertain the needs of the child, including any medical requirements.
- We will analyse our ability to offer positive care; both in the physical environments, as well as suitability of staff.
- We will assess each child's needs in terms of access and how reasonable adjustments will be made for them.
- We will discuss each case on an individual basis, ensuring good partnerships with parents/carers and the child.

Assess, Plan, Do and Review:

Assess

We will observe and assess all children attending, identifying any child that may need SEND support. The Key Person will work with the SENCO and the child's parents/carers and will carry out an analysis of the child's needs.

Plan

Where it is decided to provide SEND support, the outcomes we are seeking will be agreed with all concerned, this will include the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. We will take into account the views of the child in accordance with their abilities. We will use strategies and differentiated activities to support the child's development and look at next steps with SENCO parents/carers and Key Person.

We will draw up an individual plan (IP). The children's records will be kept in a locked cabinet for security purposes. Copies of the child's IP will be given to the appointed key person along with any other relevant information.

Any related staff development or training needs will be identified and addressed. Parents should be involved in planning support and where appropriate, in reinforcing our provision or contributing to progress at home.

Do

The child's Key Person, remains responsible for working with the child on a daily basis. The SENCO will oversee the implementation of the activities that are set out in the child's IP.

We will observe throughout to record the child's successes, challenges and track progress.

Review

The support will be evaluated by the Key Person and the SENCO along with the child's parents/carers taking into account the child's views. We will agree any changes in our support for the child's development. All parties will be involved in planning the next steps

The assess, plan, do, review cycle of action will be frequently revisited to identify the best way of achieving progress. The parents/carers will be engaged at each stage and outcomes will be shared and reviewed with them.

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Support

We will, where necessary, contact the relevant professionals with the parents/carers permission, for advice and support.

We will ensure that all children are treated as individuals and they are encouraged to take part in every aspect of the group activities. If a child's needs cannot be met with our own resources, funding will be sought from appropriate agencies.

We will challenge inappropriate attitudes and practice, encouraging children to value and respect others, by promoting positive images of those with special educational needs and disabilities and those groups who are discriminated against.

To ensure a smooth transition when a child leaves our setting, we will liaise (with the parents/carers permission) with the SENCO in their new setting and pass on all relevant information.

This may include information from other professionals, the child's learning journal and photograph books. We will visit future settings where appropriate and in turn they are welcome to visit us.

Behaviour Management

Please see our Behaviour Management Policy.

Funding

Support for children with SEND may be funded by the government through the Early Years Grant from Dorset County Council.

Complaints

Should a parent or carer feel dissatisfied in any way, they should follow the procedure laid down in the groups Complaints Procedures.

Role of the SENCO

The SENCO'S in the setting are **Julie Maybury** and **Marian Smith**, who are responsible for:

- The day-to-day operation of the groups SEND policy.
- Ensuring all practitioners in the setting understand their responsibilities to children with SEND, and the settings approach to identifying and meeting SEND.
- Advising and supporting colleagues regarding strategies and implementation of the IP.
- Co-ordinating provision for children with Special Educational Needs and Disabilities.
- Ensuring parents/carers are closely involved throughout, and that their contributions inform any action taken by the setting.
- Maintaining the groups SEND register, and overseeing the records of all children with Special Educational Needs and Disabilities.
- Liaising with external professionals or agencies, including specialist medical support and Health and Social Care agencies.
- Contributing to the in-service training of staff.

The Special Educational Needs and Disability policy will be reviewed on an annual basis, and links to :

Links to The Early Years Foundation Stage
A Unique Child 1.2 Inclusive Practice
Positive Relationships 2.1 Respecting Each Other
Positive Relationships 2.2 Parents as Partners
Positive Relationships 2.3 Supporting Learning
Enabling Environments 3.2 Supporting Every Child