



**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

**Equality of opportunity**

**Supporting children with special educational needs**

**Policy statement**

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 2014, Equality Act 2010 and the EYFS Statutory Framework 2014.
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational needs and disabilities and ensure they are consistently involved throughout all processes.
- We ensure the special educational needs of children are identified, assessed, planned for and regularly reviewed.
- 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.

**EYFS key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

## Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is Angie Bonnen. All members of staff have a responsibility to children with SEN and an understanding of the settings approach to identifying and meeting SEN.
- We recognise the benefits of early identification and have a clear approach to identifying and responding to SEN.
- All children have access to a broad and balanced curriculum which is differentiated where required. We are a parent and staff committee run preschool and hold half termly meetings where we discuss the running of the preschool. We hold termly meetings with key people to discuss children's development, viewing their learning journey and how to continue learning at home. We have an 'open door' policy –with staff available before and after each session for feed-back on the session as well as able to make an appointment for more confidential talks. We actively encourage parents to make contributions to their children's learning and development at pre-school and value parent partnership. For example: 'All about me' sheets are completed by parents at transition sessions, We offer , 'wow' moments and holiday sheets, parents meet at 2yr and 3yr reviews, at SEN reviews, completion of annual questionnaires.
- We believe parents know their child best – we will listen to, and address, any concerns raised.
- All staff make continuous observational assessments. We carry out summative assessments on children when they join our preschool, at their 2 year progress reviews and follow up with a 3 year progress review. These sometimes highlight areas of need.
- The key person and SENCO will discuss, with parents, any individual needs identified and agree jointly on next steps. We provide parents with information, advice and support. We provide resources for parents to use with their children at home where appropriate.
- Where children are identified with SEN we work with parents, and the child, to complete a one plan profile – this provides information of the child's likes/dislikes, strengths/weaknesses and how best to support them.
- We use the graduated response system – 'assess, plan, do, review'. Action plans are completed with parental permission, and we work closely with them and their child throughout the process. The key person will work with the child daily (with support/guidance from the SENCO) and will keep the parent updated regularly – verbally or via a home/school contact book if preferred.
- We use sand timers, visual timetables, a visual behaviour board, visuals placed at activities and now and then boards to support children with SEN, and equally children with EAL. Makaton signs are placed around the setting for staff to use.
- Where additional support from outside the pre-school is required we can contact our area SENCO for advice and support. We can also access speech & language drop in clinics, the local children's centre, specialist nurses, health visitors and access the local offer for additional

specialist services. Parental permission will always be sort. Any existing reports from health care professionals will help identify you child's needs and we welcome copies to be given to the pre-school.

- We work closely with parents, children and outside agencies. We will contribute and attend Team Around The Child (TAC) meetings as required.
- 2 year olds for whom Disability Living Allowance is paid will be entitled to free early education.
- Where a child with SEN requires additional support at pre-school, above what we can offer, we contact our area SENCO who would advise if we are able to apply for additional funding – this can be used for adult support or resources.
- Where a child does not make expected progress, despite support and interventions, the setting would ask advice from the area SENCO in considering a request for an Education, Health and Care Plan (EHCP). Where an EHCP is requested after the child has left the setting we provide a range of written evidence about the child to support the request.
- We liaise closely with our local primary school for a smooth transition, with several visits from the reception teacher and pre-school group visits to the school. Where a child has SEN we attend meetings with the parent, and the school SENCO, to begin to identify possible support required. Relevant paper work can be given with parent's consent. The primary teacher from our local school also visit during the summer term.

The role of the SENCO;

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting
- To monitor and review our policy annually.

For further information please visit [www.localoffer.essex.org.uk](http://www.localoffer.essex.org.uk)

**This policy was adopted at a meeting of Blackmore community pre-school**

**Held on 28<sup>th</sup> September 2015**

**Signed on behalf of the management committee**

**Role of signatory – Committee chair**

