

Rougham Acorns and Woodlands Pre-School Extended Care

Special Educational Needs Policy

The aims and objectives of our SEN Policy are:-

To provide a well balanced Early Years Foundation Stage Curriculum for all the children attending our Pre-school, and to differentiate this in order to accommodate individual needs.

In order to ensure that we meet the educational and care needs of all the children, we aim to identify any child's difficulties as early as possible through our observations and record keeping.

We aim to work in partnership with parents, and will always consult with parents if we feel a child is having any difficulty.

We will liaise with other agencies and professionals to ensure that we provide the appropriate curriculum and support for any child we have identified as having difficulties.

We have regard to the Disability Discrimination Act 1995 Part 111, this states that we will take responsible steps and will make reasonable adjustments in order to ensure that service we provide is accessible to disabled children, young people and adults. We provide a ramp for easy access and we offer an open plan environment.

The name of our Special Educational needs co-ordinator (SENCO) is :-

SHELLY FAULDS

The SENCO's role is to ensure the aims are met by:-

Using their knowledge of the DFEE SEBN code of Practice (2014) to ensure the individual need of children experiencing difficulties are met.

Ensuring all staff are aware of the Code of Practice.

Helping all staff to be involved in supporting all the children in the encouraging them to be involved in working with those children identified with special needs.

Encouraging staff to access training in this area.

Co-ordinating the record keeping and information of SEN children in the group. This may include arranging meetings with parents, other staff members and outside professionals to set targets of IEP's and review IEP's.

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Reviewing the SEN Policy regularly with other interested parties eg, staff, parents and committee members in order to monitor the effectiveness of the policy.

Admissions arrangement for children with SEN:

- The pre-school welcomes children from all backgrounds and abilities.
- If the pre-school receives an application from a child with special needs to join, we will endeavour to collect as much information on the child's particular impairment as possible, from both parents and other professionals who may already be involved. This information will be used to assess what alterations to staffing arrangements and resources might be required.
- The pre-school wishes to remain inclusive by providing a range of differentiated resources to meet individual needs. The staff will discuss individual cases confidentially with families and committee where appropriate. The pre-school admission form also provides all relevant information about the child.

Resources for children with SEN:

- We have qualified staff on duty for each session to the set ratio of children to adults. The staff will support individual children within each session as appropriate. If a child were identified as needing a lot of adult support to access the learning environment the pre-school would explore the possibility of employing an extra member of staff to support the child.
- The pre-school has a range of resources to develop skills and abilities in the six areas of learning as identified in the Early Years Foundation Curriculum. We would aim to use these resources appropriately to support individual children.
- The pre-school would research the possibility of purchasing/borrowing specialist equipment/toys in order to meet a child's particular need and taking into account the child's wishes.

Identification and assessment of children with SEN:

- Having regard of the Code of Practice on the identification and assessment of special educational needs, our aim is to identify any difficulties being

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experienced by a child as early as possible, in order to support them with their learning.

- When a child joins our pre-school we observe and record their achievements, if during this period we have concerns regarding a child's development we may carry out extra observations to give us a clear picture of these difficulties. If a child joins us with a recognised impairment we would carry out these observations and at the same time collect as much information regarding the child's progress to date from the parents/carers as they are willing to share. We may also adapt the learning environment, the activities we present and our teaching style in order to help the individual assess the curriculum.
- The staff will discuss the progress of the children attending the pre-school on a regular basis and if it is agreed that there is cause for concern regarding a child, the SENCO will approach the parents and discuss the concerns. The parents will then be involved in how the pre-school supports their child with their individual needs. At this stage we would discuss whether the strategies we have in place are helping the child, if we felt more was needed we would place the child on Early Years Action and prepare an Individual Educational Plan (IEP) for the child, setting small achievable targets and strategies to achieve them.
- If when the IEP is reviewed with the staff and parents we feel the child has made little or no progress, we would ask the parent's permission to discuss the child with the Early Years Action Plus. This will only be carried out with the parents consent. We will incorporate all advice into targets for a new IEP. The child would continue to receive full support from the setting.
- It may be that after all the above stages the professionals involved eg Educational Psychologist recommends to the parents that they try to obtain a Statement of Educational Need. We would support the parents and child in any way we could through out this process.

The Early Years Curriculum and the child with SEN:

- The Early Years Foundation Stage Curriculum focuses on the individual child, their abilities and stages of learning. Our long term planning outlines the resources we have available and this includes a variety of activities and experiences to stimulate development in all areas.

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- We aim to plan each activity with differentiated learning targets and we alter the way activities are presented and the role of the adult to support individual learning needs.
- We use observation to aid us in planning how to differentiate the curriculum to meet the needs of any children with identified special needs. We also use the observations to monitor and evaluate our curriculum provisions.

We are aware of the importance of including all children attending the session in activities that cover all the areas of the curriculum and to ensure that when we provide activities they should be accessible to all the children. We would alter the learning in these ways:

- Moving furniture and or position of activities to ensure they are safely accessible.
- Using different ways to communicate with a child eg, Maketon, signing or using symbols.
- Supporting children when necessary to use large equipment or tools, providing specialist tools such as sprung scissors or scissors for left handed children.

Training

- Our SENSO will attend training courses offered by the county.
- All staff will be encouraged to access training workshops to help them support children with SEN as and when they feel it would benefit the setting.

Partnership with parents:

- We Aim to form positive relationships with parents and families of our children and we are aware that parents of children with an identified Special Educational Need, need to feel closely involved with their child's education.
- We encourage parents to share their concerns with any member of staff at any time.
- The SENCO is responsible for organising time for parents to talk when an IEP has to be written or reviewed, the SENCO will set up a time convenient to the parents and encourage them to express their views.
- When the pre-school needs to approach a parent for the first time, the SENCO will talk to the parent quietly, and privately, either before, or after a session.

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The pre-school will share with the parents all the observations and records they have gathered on the child and not the parent's comments on the records.

- If the pre-school calls on any help, whether from the LEA advisory staff with responsibility for SEN or any other professional the parents will be informed and asked for consent if any observation is going to take place.
- A child's records are the property of the parent and will be given to them at the end of the child's time at pre-school.

Links with other Early Years Settings:

- We willingly cooperate with other settings involved with a child with SEN eg, liaising with other nurseries or schools. With parental permission liaising will take place between the SENCO and any other educational provider, on transfer the child's last IEP will be reviewed with the receiving school.

Links with support agencies and professionals:

- We access the support of the LEA Early Education Support Team for SEN, who support the pre-school in providing for the needs of children with SEN by giving information on a variety of impairments and difficulties and also give practical advice for supporting a child with sessions.
- If we place a child on Early Years Action Plus and need the advice of other professionals we will refer the child to the Early Years Referral Panel.
- We will not seek advice on an individual child without parental permission.
- In discussion with parents about a child's difficulties we may suggest they contact a health professional for instance with their health visitor.

If parents have concerns regarding our SEN policy or procedures, they should initially contact the pre-school Leader or Chairperson, and refer to the complaints policy.

This Policy will be reviewed annually Next review date.....

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This policy was adopted on.....

Signed..... (Chair)

Signed..... (Manager)