

Church Walk Preschool Ltd

Special Educational Needs Policy

At Church Walk Pre-school Nursery Ltd. we believe that all children, regardless of their individual requirements, have the right to a broad, balanced and purposeful early years' experience which is based on the Early Years Foundation Stage (EYFS) and differentiated to meet the needs of individual children.

Our intention is to welcome all children into our inclusive setting. In order to achieve this, we aim to identify any requirements a child might have and to work closely with the child, their parents/carers and other agencies if this is necessary.

We will work to the requirements detailed within the:

- **Statutory Framework for the Early Years Foundation Stage** – Setting the standards for learning, development and care for children from birth to five (September 2014)
- **Special Educational Needs and Disability (SEND) code of practice: 0 to 25 years** – Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (January 2015)
- **Equality Act 2010**

We will have regard of the information detailed within:

- Supporting pupils at school with medical conditions – Statutory guidance for governing bodies of maintained schools and proprietors of academies in England (September 2014)

Our aims and objectives are to

- Ensure a happy, caring and secure environment for everyone who works in or visits our setting.
- Ensure that everyone in our setting, their opinions and their talents are respected and valued.
- Admit children with SEN after a familiarisation period which is appropriate to the child's requirements. Parents may stay with the child initially, according to the requirements of the child.
- Identify children's SEN as early as possible, using a variety of observations, assessments and monitoring procedures, according to the child's requirements. Assessments and identification of SEN will be carried out by the appropriate member(s) of staff. Parents will be involved with and informed of each assessment.
- Work together with parents to plan ways of supporting the children in managing their requirements, deciding on programmes or plans of action according to each child's requirements.
- Differentiate and adapt our activities and environment when necessary, to ensure the inclusion of children with SEN. Any adaptations will be made according to the requirements of the child.
- Ensure that our plans for each child with SEN are appropriate, closely monitoring their progress to make sure that the plans remain appropriate, relevant and effective for the child's progress.
- Emphasise and encourage positive behaviour by everyone in the setting. This includes adults as well as children.

Identifying special educational needs

The setting is aware that children progress at different rates and monitors individual children's progress. When a child is not making progress, different opportunities and alternative approaches will be tried in consultation with parents/carers and the SENCO. The **graduated approach**, as detailed within the SEND Code of Practice 2015, with four stages of action (assess, plan, do and review) will be adopted.

As part of the graduated approach process, whilst always working alongside a child's parents/ carers, we may:

- Devise, implement and review a Special Education Needs (SEN) support plan. A SEN support plan will be reviewed at least half termly/six weekly alongside a child's parents/carers. Appropriate changes will be made where necessary.
- Acknowledge when we cannot meet the child's requirements in our setting and discuss with their parents/carers the request for support from outside professionals or agencies. No outside professional or agency will be contacted without the parents' permission.
- Work together with the outside professionals/agencies, the child and the parents/carers to plan and use appropriately revised SEN support plans to support the child.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN requirements of a child, a child has not made expected progress, we will consider requesting an

Education, Health and Care (EHCP) plan assessment. This will, be discussed with everyone involved, the area SENCO and especially the children's parents/carers.

Education, Health and Care (EHC) plan assessment. This will be discussed with everyone involved, especially the child's parents/carers.

Roles and responsibilities

The Special Educational Needs Co-ordinator (SENCO), who is Pam Pugh, will work within the requirements of the documents detailed above.

The role of the SENCO involves:

- 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, and
- Liaising with professionals or agencies beyond the setting
(*SEND Code of Practice, 2015*)

Training and resources

The SENCO:

- Has completed the local authority early years training 'All Our Children' for new SENCO's – May 2017
- Attends the local authority early years 'SENCO Clusters' which are held regularly throughout the year
- Will access any relevant training as required – E-learning EY Autism – September 2016

The setting provides a range of resources which aims to meet the requirements of all the children in our care. If specialist equipment is required the SENCO will discuss this with parents/carers and professionals/agencies as to where, and how, it can be obtained.

Dealing with complaints

If parents and/or carers have a complaint about the way we are working with their child who has SEN, they should speak to the key person initially, and if they are still not happy, they should approach the SENCO. The SENCO will look into the complaint and report back within a week. If parents and/or carers continue to be dissatisfied, the SENCO will refer the matter to the Manager to take further action as appropriate.

Reviewing the policy

We will review this policy on an annual basis and make any appropriate changes to ensure it is relevant to our setting and the children we care for.

This policy was adopted by _____

Signed on behalf of management committee _____

Name of signatory _____

Role of signatory _____