



Whitechapel Village Hall, Church Lane, Whitechapel, Lancs, PR3 2EP
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Registered charity number 1080554

Equality of opportunity

1.12 Supporting children with special educational needs & disabilities

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 Special Educational Needs and Disability Code of Practice 0 – 25 (2014) 3.65. Settings Information Report Regulations (2014). Statutory Guidance EYFS September 2014.
- We ensure our provision is inclusive to all children with special educational needs as required by the Equality Act 2010.
- We support parents and children with special educational needs and disabilities (SEND).
- We identify the specific needs of children with special educational needs at the earliest opportunity and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs and disabilities.
- We have regard for our settings Safeguarding Policy and the Administering Medicine Policy.
- We regularly monitor and review our policies, practice and provision and, if necessary, make adjustments.
- Our Local Offer is available on our website which provides information about provision within our setting.
- Provision mapping is carried out to evaluate the setting and staff, and to ascertain areas to develop.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is Esther Hartley who is also

Manager. She is responsible for overseeing and monitoring the SEN Policy, setting dates for evaluation and review, liaising with other professionals and teacher teams. The coordinator will also be responsible for liaising with fellow staff and contributing to in-service training for staff.

- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- If a child attends another setting then the child's keyperson will endeavour to visit that child at the other nursery and provide information with a Homelink Diary
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- If a child with SEND transitions to school or another nursery we will invite the new setting/school to visit our pre-school and meet the child involved. We will also invite parents to attend this transition meeting.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. action plan reviews, provision mapping, Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed regularly.
- If a child has a medical condition they will have full access to all aspects of the statutory framework, including trips and outdoor play.

Identification and assessment of children with SEN

When a child has been observed and concerns are raised, the child's key person will discuss all concerns with the SENCO. The key person and SENCO will decide with the parents how to address and monitor the concern and when progress will be reviewed. Key persons record observations in the child's individual file. We will approach other professionals for additional advice and support if it is needed, parents provide permission for this on the registration form.

We use the graduated response system for identifying, assessing and responding to children's special educational needs.

We ensure that parents and children with SEN/disabilities are appropriately involved at all stages of planning, taking into account their levels of ability.

2 year progress check

Between the ages of 2-3 years each child's key person must review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. The check must highlight areas where good progress is being made, some additional support might be needed and if there is a concern that a child may have a developmental delay (which may indicate SEN or disability). A copy of this check is also sent to the child's Health visitor, as part of the integrated review.

Children's development is assessed using the EYFS tracker. By making observations, significant moments and using next steps the child's progress is identifiable. All about me profiles are used during induction with parents when the child first starts pre-school, providing a starting point for individual children's progress.

When a child is identified as needing intervention that is additional to or different from that which is available within wave 1 provision this is recorded using a SEND support plan or targeted learning plan (TLP). This is made in conjunction with the key person, SENCO and parents. A date is agreed to review the TLP. Early intervention is encouraged when seeking advice from other agencies.

The SENCO seeks written parental permission and input when involving relevant outside professionals or assist in developing a new TLP, Request for Guidance.

If the review indicates continuing unresolved difficulties we consider referral to the Educational Psychologist.

- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We regularly and carefully review the quality of early years practice for all children including those at risk of underachievement.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.

- We raise awareness of any specialism the setting has to offer, e.g. Speech & Language courses
- We regularly monitor and evaluate the quality of provision we offer. We encourage parent's and practitioner's views at staff and parents' meetings.
- We provide a complaints procedure.

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