

St Marychurch Pre-school

Special Education Needs and Disability Policy (SEND)

Aims and objectives

- We have regard to the SEND code of practice (0-25) 2015 Children and families Act 2014 and the Equality Act 2010.
- We provide an environment in which all children, including those with SEN or disabilities, learn and develop well, are kept healthy and safe and are supported to reach their full potential.
- We identify the needs of children through on-going observation and assessment and meet those needs through a range of strategies and resources.
- To promote positive outcomes in the wider areas of Personal, Social and Emotional Development (PSED).
- We work in partnership with parents and children, ensuring decisions are informed by the insights and knowledge parents have of their children. This may also involve other agencies in meeting individual children's needs.
- We seek information and independent advice, support and training to support SEN or disabilities children.
- Our practice and provision is monitored and reviewed, ensuring that the approaches used are based on the best possible evidence and are having the required impact on progress.
- To enable children to become confident and have a growing ability to communicate their own views and be ready to make the transition into compulsory education.

Admissions

- There is no limit to the number of children with SEN or disabilities, taken with appropriate adult support.
- St Marychurch Pre-school has published a Local Offer available on the Family Information Service website.
- The premises have not been adapted for disabled access for all, but there is wheelchair access to the main hall and small hall but not internally between the two levels. There is wheelchair access to the garden.

Identification and assessment of children with Special Educational Needs or Disability (SEND)

Special Needs Co-ordinator

All practitioners work alongside the SENCO who will be responsible for collating information and carrying out up to date observations and ILDP's with regard to the SEND Code of Practice.

All practitioners will attend regular practitioner meetings allowing information to be shared and kept up to date. Practitioners will have the opportunity to attend SEND training courses when available.

The SENCO will be responsible for the day to day operation of the SEND policy liaising with and advising parents/carers, practitioners and outside agencies and co-ordinating provisions for children requiring support.

The SENCO will review the SEND policy on an annual basis (or when needed) to check it is still appropriate, working well and easily accessible to parents/carers and practitioners.

At St Marychurch Pre-school we follow The Special Educational Needs and Disability Code of Practice 2015 and our named Special Educational Needs Co-ordinator SENCO is

Johanne Pickering Gemma Wise

Identification

- We are aware that early identification and effective provision improves the long term outcomes for children and all practitioners working with children, act upon initial concerns, emerging difficulties, or lack of adequate progress, early.
- We know that parents know their children best and believe that it is important that all practitioners listen and understand when parents express concerns about their child's development and that they should not delay in addressing any concerns raised.
- The views, wishes and feelings of the child (where relevant and to their level of understanding) and child's parents are obtained and their full participation in decisions being made and the information being provided, is actively encouraged.
- We work closely with parents and children to maintain a positive partnership. They are involved in setting suitable challenging targets for children and in tracking their progress towards the goals.
- We regularly review and evaluate the quality and breadth of the independent advice, support offered or can be accessed for children with SEN or disabilities.
- The necessary support to enable children and their parents to participate in those decisions will be sought, to allow for greater choice.
- Collaboration between education, health and social care to secure and to provide the necessary support will be sought.
- The graduated approach of Assess, Plan, Do and Review is applied by the setting.

Special Educational Needs Support (SEN Support)

- On-going observations and other assessments to gather evidence to support targets.
- Discussion with parents/carers sharing observations and assessments.
- Individual Learning Development Plans (ILDP'S) are planned identifying additional or differentiated activities, or support, from that provided as part of the settings usual curriculum and strategies.
- Regular ILDP reviews with practitioners, parents and SENCO.
- Support and advice requested from outside agencies (such as Speech and Language Therapists, Portage, Pre-school Advisory Service, Educational Psychologists).
- ILDP reviewed and revised regularly with the support of outside agencies, practitioners, parents and the SENCO.
- Children with SEN or disabilities have access to the full Early Years curriculum. Support to access this might be in the form of additional adult support, different resources/equipment (eg access to the toy library, Occupational Therapy resources etc) adaptation of the curriculum and advice from outside agencies.
- Discussion with all practitioners to share observations and concerns and determine further action.

Two year old Report

- This report is prepared in collaboration with parents and is a summary highlighting the following:-
 - Identifying strengths and good progress being made by the child
 - Any progress slower than expected and any additional support that might be needed
 - Any significant emerging concerns that a child may have a developmental delay and requiring SEN support.

The Two Year Old report outlines the activities and strategies the Pre-school intends to adopt to address any issues or concerns.

Transition

- St Marychurch Pre-school is involved in any transitional support needed by a child, including those children with SEN or disabilities.
- In consultation with parents and any other outside agencies the Pre-school will plan and prepare for the child to move to another setting or school. The current setting will agree with parents the information to be shared.

Recording and monitoring progress

At St Marychurch Pre-school we operate a system of written observations and record keeping including samples of work which enables practitioners to monitor progress on an individual basis in consultation with parents and if necessary other outside agencies. Individual targets on ILDP's will be closely monitored and progress recorded on the ILDP ready for discussion at the review. Any information is kept in a lockable cupboard in accordance with data protection.

For those parents who need additional support negotiating the Statutory Assessment process in seeking a Health and Care Plan (ECH) we would work with the Parent Partnership Services and other key professionals working with the family.

Complaints Procedure

Complaints about our SEN provision will be dealt with by following the procedure set out in our Complaints Policy

Signed: _____

Position: Chairperson

Dated: _____

We aim to provide a safe, stimulating, caring, happy Pre-school where all children and their families are welcome. We provide a curriculum based on the Early Years Foundation Stage using individual children's interest and needs.