

ST OSWALD'S LADYBIRDS PRE-SCHOOL

Supporting and Including children with Special Educational Needs and Disabilities (SEND)

Statement of intent

We aim to identify, support and provide an environment in which all children, including those with special educational needs and disabilities reach their full potential, with or without an Education, Health and Care Plan (EHC plan).

Aims

- We have regard for the Special Educational Needs Code of Practice (2014) and comply with the provisions of the Special Educational Needs and Disability Regulations (2014) and the Equality Act 2010.
- We meet the statutory requirements set out in the Early Years Statutory Framework 2014.
- We will use our best endeavours to make sure that every child receives the support they need.
- We aim to identify any special educational needs at the earliest point and provide effective provision to improve the long-term outcome of any child.
- We aim to ensure our provision is inclusive to all children.
- We aim to identify the specific needs of children with special educational needs and meet those needs through a range of strategies.
- We aim to work in partnership with parents/carers and other agencies in meeting individual children's needs.
- We make inclusion a thread that runs through all of the activities of the setting.
- We aim to promote positive self esteem of all the children in our care, including those with special educational needs.
- We aim to accept and value differences of all society.

ADMISSIONS

- We aim to ensure that our inclusive admissions practice ensures equality of access and opportunity by following the procedures in the Settling in Policy, Admissions, Transition and Curriculum policies.
- We make every effort to consult parents /carers prior to admission if a child has been identified with additional needs and on admission should to help us to find out about their child's individual needs and thus enabling us to make every effort to make reasonable adjustments when and where necessary. If a child has identified needs or an EHC plan, we will work with the outside agencies involved with the child. We will follow the guidance as set out in the Derbyshire County Council Early Descriptors of SEN provision to provide a smooth transition. Please also see the settings '**Supporting pupils with medical conditions policy**'.
- Should a child require additional support to ensure inclusion, we will need to apply for Inclusion Funding before the child starts.

PREMISES

- The building can be accessed via a ramp should this be required.

- Should alterations to the building be required to enable accessibility, contact is made to Derbyshire County Council, with liaison with the head teacher of St Oswald's Primary School and we will make every effort and reasonable adjustment to accommodate children

ROLES AND RESPONSIBILITIES

- We designate a member of staff to be special educational needs co-ordinator (SENCO) and give her name to parents/carers. **Becky Dutton is our Special Educational Needs Coordinator.**
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting. Information is cascaded to the staff by the Special Educational Needs Coordinator (SENCO)/ Manager at every staff meeting.

TRAINING

- We make every effort to provide core training and regular updates for practitioners, enabling staff to widely recognise, identify and be alert to emerging difficulties with children in their care. Training will be accessed through the Derbyshire County Council Workforce Development team or other agencies.
- Our Special Educational Needs coordinator and Deputy SENCO regularly attend Special Educational Needs networks, Special Educational Needs training and other relevant training associated with the role.
- We raise awareness of any specialism the setting has to offer.
- Staff training is recorded on certificates and can be found in a folder situated in the setting.
- We follow our settings 'Induction of staff' policy and procedures to inform staff who are new to the setting about our special educational needs policy and procedures. During the first year as part of the induction, staff will access special needs training

ASSESSMENT, IDENTIFICATION, MONITORING, RECORDING AND REVIEW

- When a child is aged between two and three, we review their 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. This progress check will identify the child's strengths and any areas where we have concerns about their development. This check will be sent to the Health Visitors.
- We use the graduated response system for identifying, assessing, responding to and meeting children's needs. We continually observe the progress children make and take note of any child who may be experiencing difficulty in any of learning. If a child needs additional level of support in the setting, we follow the procedures as set out on our SEND cycle of action, **see Appendix 1.** (assess, plan, do and review).
- Early identification of difficulties and appropriate intervention is planned and carried out using our own Early Years Foundation Stage tracking system.
- Children experiencing difficulty within their learning are identified through discussion with parents/carers, observations, routine health screening and discussion with staff and other settings should this be appropriate. Prior permission is sought from parents/ carers to enable us to share and access information from other settings and Community Health Teams.
- We record progress all children make and share it with parents/carers regularly.

- We plan, implement, monitor, evaluate and review individual plans every 6 weeks for children with identified special educational needs or disability. Our Special Educational Needs Coordinator (SENCo), and Deputy SENCo work alongside other professionals and parents/carers to implement the plans.
- Should a child attend another setting, we plan, review and monitor the child's progress with them regularly.
- Records of children's progress and any additional plans are kept in a locked cabinet.
- We have a Key Person system enabling every child to be supported within the setting at their own level of ability and development.
- We follow our positive behaviour policy and procedure for supporting children if needed.
- We deploy staff to ensure children receive the level of support they require.

RESOURCES

- We use the guidance as set out in the Derbyshire County Council Early Years Descriptors of SEN provision to enable children with identified SEN to have inclusive access to our playgroup. We have a wide range of toys and resources to meet differing learning needs.
- We make every effort to try to provide or access support and resources (human and financial) to implement our special educational needs policy. Should additional resources be required, we will apply for extra financial temporary additional support where and when possible.

INCLUSION

- We provide a broad, balanced and differentiated curriculum for all children, including those with special educational needs and disabilities.
- We do not discriminate against a child with a disability or special educational need or refuse a child entry to our setting because of any disability or special educational need unless we are unable to provide for the needs of the child or the Local Authority deems that this would have a negative impact on other pupils of the setting.
- We take action against any discriminatory behaviour on or around the premises by staff or parents/carers and children. This behaviour is unacceptable and will be dealt with according to our Discipline and Grievance and Equality and Diversity Policy
- As part of our system in our Ladybirds Council, all children are involved in making choices and ensure all their views are heard.
- We use Makaton as an additional way to communicate within our setting.

PARTNERSHIP

Children

- We ensure that children with special educational needs are appropriately involved at all stages, taking into account their levels of ability.
- Positive reward systems are in place.
- Children are encouraged to comment on whether they enjoy activities.
- We celebrate children's successes and achievements.

Parents/carers

- We work closely with parents/carers of children with special educational needs to create and maintain a positive partnership. We ensure that parents/carers of all children with special educational needs are informed at all stages of the assessment, planning, provision and review of their children's targets and education.
- We provide parents/carers with information on sources of independent advice and support and take into account their views and interests for their child.
- We ensure that parents/carers are aware of roles and responsibilities of staff.
- The setting provides informal and formal chats with parents as necessary and when required. Should their child have additional plans we meet on a more regular basis with other professionals and parents dependant on how many session they attend.

External support agencies

- We are committed to effective Multi Agency working with other professionals and liaise with those involved with children with special educational needs and their families, including transition arrangements to other settings and schools. Please also see our Information Sharing policy.
- We follow our 'Working with other agencies' policy.
- We use advice from other professionals and settings to provide suitable strategies and targets for children.

Other settings

- We are committed to effective Multi Agency working and liaise with other settings involved with children with special educational needs and their families, including transition arrangements to other settings and schools. We always receive prior written parental permission to do so.
- We are committed to sharing good practice with other settings.

Transition

- To support the transition, information will be shared by our setting and the next school or setting. The information shared with other settings or school will be in agreement with parents and our Transfer of Records Policy. Support for children with SEN will include planning and preparing for transition, before a child moves into another setting or school. This may also include a review of the SEN support being provided or the EHC plan.

COMPLAINTS

- We follow our 'Complaints' policy and procedures if the need arises.

MONITORING AND REVIEWING THE POLICY

- We monitor and review our policy annually, taking into account the views of all staff, parents, our Early Years Improvement Officer and any relevant government guidelines.