

WRENTHORPE PRE-SCHOOL, EARLY BIRDS AND NIGHT OWLS



SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

Statement of Principle

This policy sets out how we seek to provide an environment in which all children in our care are supported to reach their full potential and learn through play and interaction with other children and adults. To do this effectively we seek to identify, understand and break down any barriers that would prevent a child from participating and having a sense of belonging.

Our Aims

- We adhere to the Department for Education (DfE) and the Special Educational Needs (SEN) Code of Practice for Early years.
- We provide a welcoming environment to include all children in our provision by offering them appropriate learning opportunities according to their individual needs.
- Our setting uses a graduated response to identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- We work in partnership with the child, parents and other agencies and professionals in meeting the child's individual needs.
- We regularly monitor and review our practice and provision and, if necessary, make adjustments and update policies taking into account any changes in legislation and procedure.

Our Practice

- We designate two staff members to be Special Educational Needs Co-ordinators (SENCO) and give their name to parents, enabling us to monitor children's progress on an individual basis.
- The names of the Special Educational Needs Co-ordinators for Wrenthorpe Pre-school are Vickey Bruce and Brenda Kynaston. Early Birds and Night Owls is Joanne Crossland.
- We practice a keyworker system for all children and help support parents and children with Special Educational Needs (SEN). This system ensures all children have a settling in period, helping to encourage them to feel happy, settled and have a sense of belonging within our setting.
- We liaise with children, parents, colleagues and other agencies such as Pre 5 Service Area SENCO, Therapists, Teachers, Pre-school Learning Alliance, Health Visitors and other professionals.
- The provision for children with SEN/disabilities is the responsibility of all members of staff in our setting and we ensure that children with SEN/disabilities and their parents are treated with equal concern and respect.
- We ensure that our inclusive admissions policy and practice offers equality of access and opportunity for all children.
- Our setting has been adapted to ensure ease of access for children with disabilities, providing disabled access and facilities.

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- We cater for parents who do not have English as their first language by ensuring relevant procedures are provided such as signers or interpreters and we would seek to provide written information in their own language.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership by ensuring parents are consulted and informed at all stages of assessment, planning, provision, review, action and outcomes of their child's progress and education.
- With parental permission, we liaise with other professionals involved with children with SEN/disabilities, including transfer arrangements to other settings and schools. We work in partnership with the schools and explain to parents the importance and benefits of passing on any records of their child concerning their specific needs and progress.
- We plan and maintain a balanced curriculum for all children in line with the Statutory Framework for the Early Years Foundation Stage. We examine ways in which diversity can be valued and activities adapted to meet an individual child's learning needs and abilities, offering a wide range of differentiating support and resources in constant provision areas, providing the child with self-select.
- We provide extra resources to implement our SEN/Inclusion Policy and review our programme and routine and adapt if necessary.
- We use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with SEN/disabilities and keep records appropriately, adhering to our setting's Confidentiality Policy, treating all information sensitively.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide special needs in-service training for practitioners arranged by the Pre 5 Service, Pre-School Learning Alliance, Early Years and other professional bodies.
- We raise awareness of any specialisms the setting has to offer eg Makaton trained staff.
- We ensure the effectiveness of our SEN/disabilities provision by collecting information from a range of sources eg IEP reviews, staff and management meetings, parental and external agencies views, inspection and complaints. This information is collated and reviewed annually.
- We have a complaints procedure.
- We monitor, update and annually review our policies, taking into account any legislative changes and ensure our policies are signed and dated.
- We recognise that children with SEN/disabilities may have a greater need than others to attend Pre-school and therefore they will be given priority when allocating places in line with our Admissions Policy.
- Children with SEN/disabilities, like all other children, are admitted to Pre-school after consultation between parents /carers and keyworker usually by means of a Home Visit.
- If Pre-school staff, after consultation with the parents, considers that the child needs extra support to access the provision, advice will be sought from the Pre 5 Service Area SENCO.
- The Pre 5 Service Area SENCO is Barbara Sharp.

Roles and Responsibilities of our SENCOs

- Oversee the implementation of Pre-school's Special Educational Needs and Inclusion Policy.
- Liaise with parents of children with SEN/disabilities about whom there are concerns.
- Liaise with and advise other Pre-school staff.
- Co-ordinate provision for children with SEN/disabilities about whom there are concerns.
- Attend meetings.
- Liaise with external agencies e.g. Pre 5 Service, Pre-school Learning Alliance.
- Attend regular training.
- Ensure relevant information about individual children with SEN/disabilities is collected, recorded and updated.

Assessment/Referral Procedures

- Consult and liaise with other staff.
- Consult and liaise with parents.
- Observe child and record observations on several occasions in line with SEN Support recommendations.
- Complete a "What's your concern" sheet.
- Refer to Area SENCO.
- Draw up an IEP or in line with SEN Support recommendations.
- Request an Education, Health and Care Assessment Plan by the LEA.

Wrenthorpe Pre-School Parent Management Committee adopted this policy at its meeting:

Held on _____

Signed _____

Position _____

Date _____

Review Date _____