

1. Special Educational Needs

The Pre-School designated person responsible for Special Educational Needs is: - Jenny Rogers

1.0 this policy is in line with the code of practice 2014 and Equality Act 2010. Our building has full wheel chair access.

At Walton our curriculum is based upon the EYFS areas of development for all children, including children with SEN and/or disabilities. Activities are differentiated to be relevant to the abilities, interests, developmental levels and needs of the individual children. We recognise that all children have the right to access a broad and balanced curriculum, allowing them to progress and learn at a pace and level reflective of their individual abilities. We aim to offer excellence and choice to all our children whatever their needs or abilities.

The pre-school believes all children have the right to gain experience and develop their knowledge and understanding alongside their peers no matter what their individual needs and are committed to the inclusion of all children. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel they are valued and part of our community.

Through appropriate curricular provision, we respect the fact that children;

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate info at different rates.
- Need arrange of different teaching approaches and experiences.
- Will require different types and levels of support at different stages and times during their time with us.

1.1 Statement of intent

We welcome Children with SEN as part of our community. Children with additional needs like all other children are admitted to the pre-school after consultation between parents/carers, the Manager and Special Educational Needs Co-ordinator (SENCO). When a child is showing signs of difficulties this would be shared with the SENCO and parents/carers, giving them the opportunity to share any information or concerns themselves. The child would be observed and the information monitored and shared with the parents at all times (see methods).

Definition of Special Educational Needs (SEN)

'Children have a special educational need if they have a learning difficulty which calls for Special Educational provision to be made for them'. Code of practice 2014 for these children who have special educational needs and disabled children.

Children with SEN have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Children have learning difficulty if;

- They have significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

1.2 Aims

We aim to provide an accessible and safe environment in which **all children** can enjoy a wide range of play experiences and are supported to reach their full potential.

- To support families to recognise their children as individuals by drawing on their cultural capital and life experiences.
- We follow the DfES Special Educational Needs Code of Practice.
- We aim to include **all children** in our provision and provide help to support parents/carers of children with additional needs.
- We identify the specific area of need and meet those needs through a range of strategies (see methods) to include working in partnership with parents/carers and external professionals such as Speech and Language Therapists, Early Years Advisors, Maisey, Health Visitors, Psychologists, Social Workers, Paediatricians, Physiotherapists, Occupational Therapists and Portage Workers.
- We monitor and review our practice and provision and where necessary, make adjustments.
- We have signed up to the local offer.
- We build supportive relationships with families to enable information to be shared about the development of their children.
- We offer support to families to enable them to access additional services, resources and information for both themselves and their children, particularly at times of transition.

1.3 Methods

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents and we ensure that all staff are aware of the additional needs of a child. Within A Unique Child.
- We ensure that our physical environment and resources are suitable for children with additional needs.
- We recognise and acknowledge that parents/carers are the experts on their own child and their first educator and ensure that parents are informed at all stages of assessment, planning, provision and review of their children's education.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely and positively with parent of SEN children to create and maintain a positive partnership.
- Advice will be sought from external agencies where relevant and liaise closely with parents.
- Assessment to be reviewed regularly and meetings with parents to promote a consistent approach.

1.4 Involvement of the Child

At Walton Under Fives we encourage the contributions of children, particularly when establishing individual programmes to support learning. Staff ensure all possible information is gathered from children, enabling them, for e.g. express their feelings and identify personal preferences and interests. The involvement of children will contribute to the relevance of any programmes developed and implemented maximising opportunities to incorporate their views and progress their learning.

1.5 PLAN

At Walton we have adopted a graduated approach to ensure that all children make good progress, we do this through a cycle of assessment, planning, doing and reviewing our provision as outlined in the SEND code of practice 2014.

Once it has been decided to give a child SEN support, parents/carers will be notified and support will be put into place.

At this stage all staff will be made aware of the child's needs, target, expected outcomes, the support required and any strategies or approaches to be used.

Parent/carer will be fully aware of the planned support and interventions.

1.6 DO

Staff will be responsible for working with the child on a daily basis to support their needs, record child's responses and help their development working closely with the support of the SENCO.

1.7 REVIEW

Support and interventions will be reviewed termly in discussion with Keyworker, SENCO and parents/carers. Interventions will be evaluated and support revised in light of the child's progress and development.

1.8 Parents as partners

We work closely with parents/carers of children with additional needs to create and maintain a positive partnership making sure that the sharing of information is a two-way and ongoing process both verbally, through using the home link book 'All About Me' and visual charts. The children are also encouraged to share their news either verbally, using their home link book 'All About Me' and visual chart as well to celebrate their efforts, achievements, experiences and share their interests with their parents/carers/families and the pre-school.

We ensure that parents/carers are fully involved and informed at all stages of the assessment, planning, provision and review of their children's education.

Ongoing dialogue and shared written info will ensure that an accurate assessment of the child's abilities and needs are maintained. Staff should always provide support for parents/carers, recognising that they may not previously have been aware of the difficulties, whilst realising that information shared should be full and accurate. At all stages of Special Needs Provision, staff maximise opportunities for parental involvement, ensuring that parents/carers are encouraged to contribute their knowledge of their child's development and learning and help to set targets and share achievements.

1.9 Children's first language is not English

Identifying and assessing SEN for young children whose first language is not English requires particular care. EY practitioners look carefully at all aspects of a child's learning and developments to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability.

Difficulties related solely to learning English as an additional language not SEN;

- Providing support for children who need help with communication language and literacy.
- Planning to develop children understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning and in physical and practical

- activities.
- Helping children manage their behaviour and to take part in learning effectively and safely.
 - Helping individuals manage their emotions, particularly trauma or stress to take part in learning
 - It is particularly important in early years that there is no delay in making necessary Special Educational Provision. Early action to address, identified needs is critical to the future progress, and improved outcomes that are essential in helping the child to prepare for adult life.

1.10 Involving Outside Professionals

We provide parents/carers with information on sources of independent advice and support such as the Local Parent Partnership Services, Support Groups, Health Authorities, Local Education Authority, Early Years Development and Childcare Partnership. It might be necessary to liaise with other external professionals to support individual needs of children such as Early Years Advisor, Speech & Language Therapists, Maisey, Health Visitors, Psychologists, Social Workers, Paediatricians, Physiotherapist, Occupational Therapist, and Portage Workers to help meet the child's specific needs. This is always discussed with the parent/carer and written parental permission is always requested beforehand. We recognise this is an anxious time for parents/carer and offer support and reassurance as far as possible. We provide a balanced curriculum to meet individual needs and abilities. We collate all information and implement recommendations from parents, staff and external professionals when putting together Individual Educational Plans (IEPs) to ensure the needs of the child are met.

We use a system of observations, planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with additional needs. We encourage parents/carer to share information and work towards the same goals to ensure consistency and that their child is able to achieve and move forward. We support families in the process of applying for funding for additional support for their child. Where this continues into primary education a 'School Entry Planning Meeting' will be arranged. We link closely with the school and external professionals to ensure all parties involved including the family, are clear about the type of support the child will need through this meeting. The key worker will then arrange to visit the school with the child to enable them to explore their new surroundings, meet their new teacher and support assistant which will help towards a smooth transition. We ensure that children with additional needs are appropriately involved at all stages, taking into account their interests and level of ability.

We ensure the privacy of children with additional needs when intimate care is being provided. We provide in-service training for staff. Staff would attend further training if necessary to ensure the child's needs were clearly understood and met. We raise awareness of any specialism the setting has to offer such as Somerset Total Communication and support parents in accessing training for this, to help them and their child communicate more effectively and supporting them and their child whilst learning. We would involve the other children in the group by making them aware through planned activities and discussion. Encouraging them to have a better understanding and show sensitivity to the child's individual needs. We would actively look for resources and information to help with this.

1.11 Educational Health & Care Plans

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child and the child has not made expected progress, the setting may request an EHC (Educational Health Care Plan) needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the special education needs of the child to secure the best possible outcomes for them across education, health and social care and as they get older, prepare them for adulthood.

1.12 Common Assessment Framework

The CAF is a shared assessment and planning framework for the use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote co-ordinate service provision. Children and young people with additional needs who have needs that are not being met by their current service provision.

1.13 Links to other policies, procedures, legislation and forms:-

- Safeguarding Children
- Data Protection
- Equality and Diversity
- Being Healthy and Active
- Behaviour management

This policy was adopted at a meeting of Walton Under Fives Pre-School held May 2011. It was reviewed and adapted at a committee meeting in March 2021

Signed (Pre School Manager) Date

Signed (Committee Chair) Date