

WHITLEY LODGE UNDER FIVES SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS POLICY

Statement of intent

- We believe that all children in our setting have the right to learn, feel valued and confident and are supported to reach their full potential, regardless of difference and diversity.
- We have regard for the revised Special Educational Needs and Disability Code of Practice (2014), the requirements of the Early Years Foundation Stage Statutory Framework (DfE 2014) and the Equality Act (2010)
- This policy informs parents of the provision in our setting for children with special educational needs and supports the North Tyneside Local Offer which can be found at www.northtyneside.gov.uk/Children and Young People/SEND Local Offer

Aims

- Our pre-school aims to provide a safe, inclusive and caring environment for all children and to support all children with SEND to reach their full potential,
- We aim to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
- We aim to provide for the developmental needs of each child as an individual and we have in place a clear approach for identifying, responding to and meeting the specific needs of children with SEND.
- We aim to work in partnership with parents/carers (and where appropriate children), listening to and acting on their wishes and concerns.
- We work in partnership with the Local Authority, other providers and outside agencies in order to ensure the best outcomes for children with SEN and their families.

Admissions (related to SEN)

Children are admitted to the pre-school after consultation between parents, pre-school manager and waiting list secretary. (See Admissions Policy). If a child is identified as needing additional support, preparation for inclusion into the pre-school will be undertaken by the pre-school manager/SENCO, in consultation with the parent. Detailed discussion will ensure that the specific needs of the individual child are known and arrangements made to meet those needs. This policy links with our Equality and Diversity Policy, Behaviour Policy and Admissions Policy.

Implementation

- Through careful observation, Communication Toolbox and Early Years Outcomes tracking document we are alert to the early signs of needs and respond quickly and appropriately.
- We recognise that some children needing support are identified because information has been passed from outside agencies and that this can be a good basis for initial assessment as well as giving further opportunities to develop links with other professionals.
- We recognise that some parents will express concerns about the development of their child and such concerns are always taken seriously and followed up by observation and assessment.
- If a member of staff feels that child is not progressing in line with his/her peers they will discuss this with the manager/SENCO who will speak to the parents/carers in the first instance to seek their opinion and to discuss how the child can best be

helped.

- Where children are identified as needing extra support within the setting they will be given targeted support employing a graduated approach with four stages of action: Assess, Plan, Do, Review. and involves the SENCO, the parents/carers and the child's key person working together to write a plan (individual education plan, IEP) to identify how the child will be given extra support. This will be reviewed every half term and is an ongoing cycle.
- Following parental consultation and with parental consent we will work in liaison with other agencies, including therapists, health visitors, psychologists, social workers, paediatricians and portage workers, to meet children's needs, and arrange for them to come and work within the setting when necessary.
- If it is felt that a child's needs cannot be met by within the setting and a support worker may be needed, every effort will be made to obtain one through **EYIS** funding. This will be done with parental consultation and permission.
- Specialist resources can be borrowed from the SMILES loan service. Access to the pre-school includes a ramp to assist wheelchair users, wide doorways and blinds to reflect glare. We make all reasonable adjustments to ensure that no child requiring additional support is treated less favourably and these considerations will be included in any future plans for our premises.
- After discussion with the child's parents, any necessary personal care will be given, including changing nappies, to ensure the child's comfort within the pre-school.
- We will record and administer any special diet or medication after discussion and agreement with parents (Medication Form to be signed by parents, training or protocol set in place) – see Administration of Medicine Policy.
- For the very small number of children whose needs cannot be met by the targeted graduated approach or whose needs are more severe and complex, the SENCO will with parent'/carer's permission request a formal assessment from the Local Education Authority. We will support parents and children through the Education, Health and .Care Assessment.

Partnership with others

- We recognise that parents know their own child best and consult them at all stages of assessment and planning for their child and share information on achievements and progress. We respect confidentiality and only share information with parent's permission.
- We will support the family in any way possible and develop our networks to acquire useful information such as other professionals, voluntary organisations and support groups. We also welcome advice, support and visits from relevant Professionals.
- When children transfer to their next setting we will work closely with that setting and the child's parents to ensure a smooth transition for the child and with parental agreement will pass on copies of records to inform Nursery staff of the child's needs.

Staff training

All members of staff attend training arranged by the Local Authority (LA) and other professional bodies. This is in order to further their knowledge and expertise and also to keep up to date with developments in the field of special educational needs. We can also access tailor made training from relevant Professionals. The SENCO attends relevant training which she then shares with colleagues via in-service training.

Our Special Educational Needs Co-ordinator (SENCO) is **Lucy Brown**

In line with guidance from the EYFS and SEN Code of Practice we have a designated

Special Needs Co-ordinator (SENCO) who will as part of her role:

- Work closely with other colleagues and have responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- Ensure that the provision for children with SEN is the responsibility of all members of the setting.
- Ensure that our inclusive admissions practice ensures equality of access and opportunity.
- Apply SEN support to ensure early identification of children with SEN.
- Use the graduated approach system (assess, plan, do and review) to ensure that children progress.
- Ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- Ensure, where appropriate, children's views and wishes in decisions being made about them are taken into account, relevant to their level understanding.
- Provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- Liaise with outside agencies e.g.SALT (Speech and Language Therapists), Health Visitors etc, to help improve outcomes for children with SEN.
- Where necessary implement systems for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- Facilitate the implementation of this policy which includes providing relevant equipment and resources to support children where appropriate.
- Support, inform and advise colleagues and ensure they are aware of the SEND policy and the procedures for identifying, assessing and making provision for children with SEN
- Disseminate information from relevant training and carrying out "in house" training as appropriate for colleagues, parents and volunteers.
- Ensure all relevant information about individual children with special educational needs is collected, recorded and updated and reviewed at regular intervals (records, observations, individual education plans –IEPs).

Evaluation and review procedures

- In order to ensure that the aims of the policy are being met, we will evaluate and review it annually. In addition it will be revised in line with changes in legislation, current practice and need. This will be done through staff meetings, planning and attending training.
- We hope that parents will be happy with the provision made for their child with special educational needs, but any who are not can express their concerns and feelings as set out in our Complaints Procedure.

This policy was read and understood by all staff.

Carol Shields.....
Lucy Brown.....
Helen Graham-Potts.....
Jayne Pronk.....
Amy Kennedy.....

Staff meeting date.....2/9/21..... To be revised September 2022