

## **Supporting Children with Special Educational Needs or Disabilities**

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working alongside parents to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the pre-school's facilities.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child.
- Liaising with any professional agencies.
- Reading any reports that have been prepared.
- Attending any review meetings with the local authority/professionals.
- Observing each child's development and monitoring such observations regularly.

### **At Dinton Pre-School:**

- We have regard for the Department of Education 0-25 SEND Code of Practice, 2015 and are part of the Wiltshire Local Offer. ([www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk))
- We have a SEND Report available on our website and in the setting, detailing our provision at Dinton Pre-school.
- We ensure our provision is inclusive to all children with SEND and remove any barriers to learning.
- We support parents and children with SEND and enable them to take part in decision making.
- We identify the specific needs of children with SEND and meet those needs through a range of strategies.
- We collaborate with parents and partners in education, health and social care to meet individual children's needs.
- We take into account the views of children and their families.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We help children to prepare for the future and achieve their full potential.

Fay Dent is our designated Special Educational Needs Co-Ordinator (SENCO).

The role of the SENCO is to take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with other staff members; and in monitoring and subsequently reviewing the action taken. The SENCO should also ensure that appropriate records are kept including a record of children's SEN support and those with education, health and care plans. The practitioner usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and

delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Fay works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs practice and policy of the nursery, always making sure plans and records are shared with parents.

## **Special Educational Needs and Disability Code of Practice**

Dinton Pre-School has regard for the statutory guidance set out in the SEND Code of Practice (Department of Education 2015) to identify, assess and make provision for children's special educational needs.

In accordance with the Code of Practice, Dinton Pre-School staff will undertake a Progress Check of all children at age two. The child's key person will also undertake an assessment at the end of the Early Years Foundation Stage (in the final term of the year in which a child turns 5) to prepare an EYFS Profile of the child.

The Code of Practice recommends that, in addition to the formal checks above, the pre-school should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. As mentioned above Fay Dent is our setting's SENCO and she will work alongside parents to assess the child's strengths and plan for future support. The SENCO will always ensure that appropriate records are kept according to the Code of Practice.

## **Procedures**

- We ensure that the provision for the children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to the children's special educational needs.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special education needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children such as My Support Plan and My Plan Process
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.

- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We provide a special room for 1:1 work/attention.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We raise awareness of any specialism the setting has to offer eg Montessori trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of resources eg IEP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed.
- We provide a complaints procedure.
- We monitor and review our policy annually.