

3.4 Special Educational Needs & Disabilities (SEND) Policy

The SEND Code of Practice states: 'All children are entitled to an education that enables them to achieve the best possible education and other outcomes and to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education' (5.1, DFE, Send Code of Practice, 2015)

5.2: Providers of early years education that receive local authority funding are required to have regard to this code (DFE, SEND Code of Practice, Jan 2015)

5.5: All those who work with young children should be alert to emerging difficulties and respond early, in particular parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves (DFE, SEND Code of Practice, 2015)

Policy statement:

The Park Preschool provide an environment in which all children, including those with SEND are supported to reach their full potential.

Procedure:

- We have regard for the Department of Education and the Department of Health Special Educational Needs Code of Practice (2015).
- We ensure our provision is inclusive to all children with SEND and medical conditions are supported, and their needs met. We have regard to the Equality Act 2010 and make reasonable adjustments, where possible, to ensure children with SEND are not disadvantaged.
- We identify the specific needs of children with SEND and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs and we involve children during the process.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments
- We inform parents of the 'Local Offer' to ensure they are aware of the support offered. We let parents know they can access the 'Local Offer' on our website and on the notice board outside the main gate.
- We monitor, review and update our policies, procedures and practice to ensure it is effective and make adjustments if necessary

Admission:

- We have a ramp up to the main entrance door but would endeavour, if costs allow, to adapt the rear access if necessary.

- At the point of registration if the parent shares their child has A SEND they meet with the managers (SENCO) so we can endeavour to get the correct support put into place as soon as possible.

Premises:

- Our SENCO's are Mrs Heidi Kennedy and Mrs Denise Thurgood. They received the appropriate EY overview of SEND Code of Practice.
- Ensuring all practitioners in the setting understand their responsibilities to children with SEND
- Ensuring all practitioners are aware of and understand the settings approach to identifying and meeting the needs of children with SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- To liaise with professional agencies beyond the setting
- Monitors the key person and pre-school support key persons practice and ensures they are supporting the child with SEND as best practice
- Ensures the child's personal plan is reviewed, completed and actioned as appropriate
- Ensures all children with SEND, reports and files are completed and stored in a confidential manner under the Data Protection act and only shares information with other professionals on a need to know basis
- Attends review multi agency meetings around the child with SEND and actions any outcomes from the meetings.
- The SENCO receives guidance and support from the area SENCO and Specialist Teachers

Team Training:

- We provide in-service training for team members, parents, students and volunteers, for example volunteers and students are invited to our safeguarding children training and any in house behaviour management training.

Children with SEND

- We ensure that the provision for children with SEND is the responsibility of all members of the setting by means of, **observation - assessment - planning - doing - and reviewing**. We meet with the SENCO and share information regularly as a team within the setting; we speak with parents and with other professionals with parents' permission.

Observation

- The Key Person makes regular observations to gather information about a child's development and interests

Assess

- We use the statutory two year old assessment process to aim to identify children with SEND early on so we can provide early intervention - parents are involved in this process by sharing information with the key person.
- We use the graduated approach system for identifying, assessing and responding to children's SEND. The child will have a 'personalised plan' and if need be a 'provision map'. Parents are involved at all the stages and their views and information shared is treated with respect and in confidence. Parents are made aware of our statutory requirement to safeguarding children and this is explained during the registration process and again during meetings if we have a safety or an emotional well-being concern for the child and or parent.
- We work closely with parents of children with SEND to create and maintain a positive partnership. Parents meet regularly with the SENCO and know they can speak with the manager if need be.

Plan

- The SENCO, key person, and parent meet to discuss and implement the child's 'personalised plan'. Parents can support the decision making in the aims for their child and resources (providing funding allows for resources) and will be kept informed at all stages of when a 'preschool support key person' would be employed if needed and funding allows for this. Parents are involved at the assessment and planning stage as their views are asked about what they see at home and outside of the setting. Children's views are also gathered such as what are their favourite activities and interests.
- We plan for children's progress using the four broad areas of need and support as defined in the 'SEND Code of Practice' (2015) which are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and Physical Needs.
- The child's personal plan will record the aims and outcomes for the child to support their development and progress.
- Parents are given a copy of the personalised plan.
- The key person and where applicable the pre-school support key person is responsible for working with the child on a daily basis and keeps contact with the parent sharing information.
- The SENCO supports and oversees the implementation of the interventions agreed as part of the SENCO support.
- The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

This policy was adopted at a meeting of The Park Pre-school,

Date to be reviewed: **September 2027**

Signature (manager): **D Thurgood**

