

Supporting children with special educational needs

Policy statement

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2015).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND¹.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

We aim at the Lantern Preschool to be a place where everyone is welcomed, all individual needs are met, support is given and information shared. We are committed to working in partnership with parents/carers and outside agencies to raise aspirations and expectations for children with SEND by focusing on the whole child to enable all children to fulfil their potential.

To create this we will:

- Provide a welcoming, receptive and responsive environment in which parents/carers work in partnership with staff to meet each child's needs
- Ensure effective communication between staff and children, staff and parents/carers and outside agencies, and staff and other stakeholders.
- Ensure that all children have access to a broad and balanced programme of learning which is delivered using a variety of high quality teaching approaches and follows children's own interests.
- Plan for and regularly assess children's individual needs following an 'assess, plan, do, review' cycle involving parents/carers at every step of the way.
- Develop a strong leadership and management team, to support staff and stakeholders to identify needs and enable them to access training
- Ensure all policies are inclusive and are known and accessible, to all parents/carers, staff and stakeholders
- Ensure that parents/carers are well informed about the support they can expect to receive by publishing our local offer. (Section 4 SEN CoP 2014)

Children may be identified as having difficulties in one or more of the following four broad areas of need:

1. Communication and interaction
2. Cognition and Learning

¹ This includes disabled children with special educational needs

3. Social, emotional and mental health
4. Sensory and/or physical

These broad areas of need are definitive; the Code of Practice recognises that individual children often have more than one area of need which may change over time.

The following concerns are not in themselves indicators of SEND, however we recognise that they may impact on progress and attainment:

- Disabilities (it is our responsibility to make ‘reasonable adjustments’ to our setting to include children with disabilities as described in the equality act 2010—this alone does not constitute SEND)
- Attendance and punctuality
- Health and Welfare
- Being in Receipt of Early Years Pupil Premium
- Being a looked after child
- Behaviour – no longer a way of describing SEND but a sign that a child may have an unmet need.
- Learning English as an Additional Language

Graduated Response

Throughout a child’s time at our setting their learning and development is closely monitored through our observation and assessment process. We track children’s progress over time to ensure that the learning opportunities we provide accurately meet their individual needs and enable them to gain the skills and experience they need for the next stage in their learning.

If a child’s progress gives cause for concern, we ensure that the needs that may be causing a delay are identified as early as possible. Support will be offered on an individual need basis and may increase or decrease over time as the child’s needs change. In doing so, we follow the guidance laid out in the SEND Code of Practice which promotes this ‘graduated response’ to children’s needs.

Parents are fully involved at all stages of the graduated response.

The Manager at the preschool has responsibility for the day-to-day management of all aspects of the setting’s work with children with SEN and disabilities. The manager supervises the SENCo to ensure that SEND and inclusion policy is fully implemented and that the SENCo meets their responsibilities in line with the SEND code of Practice.

Our SENDCo is : **Louise Stapleton** (December 2019)

All the staff have responsibility for children with SEN and Disability and must have an understanding of the setting’s approach to identifying and meeting special emotional needs. The key person will lead the engagement with the child and the child’s parents with the support of the SENCo and remains responsible for working with the child on a daily basis. (SEND CoP 5.42)

We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. Setting Support Plan, reviews, staff and management meetings, parental and external agencies views,

inspections and feedback. This information is collated, evaluated and reviewed annually.

Inclusion

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to promote an atmosphere of encouragement, acceptance and respect.

This policy helps to ensure that the nursery promotes individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. With regard to the Equality Act 2010 we will endeavour to make reasonable adjustments to our premises to make sure they are accessible to all.

We encourage and support children with SEN and disabilities to play confidently with other children and make a positive contribution. We develop activities and experiences to raise the other children's awareness of positive images of disability and difference. We make reasonable adaptations and arrangements so that children with special needs and disabilities can join in all play areas of provision, both indoors and outdoors.

We make every effort to organise appropriate space for the children's supported and independent movement ensuring that children with SEN and disability have easy access to toilet and eating facilities. We arrange respectful privacy for children at times of specific medical care or welfare.

We actively seek to remove barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children. We do this by paying close attention to the different groups within our nursery, ensuring that we monitor their progress:

- girls and boys
- minority ethnic and faith groups
- children learning English as an Additional Language
- children with Special Educational Needs
- gifted and talented children
- children who are at risk of disaffection or exclusion
- travellers and asylum seekers
- Looked after Children

We actively discourage discriminatory behaviour.

Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner. We take action against any discriminatory behaviour by staff, parents or children in a manner appropriate to the individual age and circumstances surrounding the perpetrator.

Legal framework

Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

The Equality Act (2010)

Children Act (1989) & (2004)

Children and Families Act (2014)

Special Educational Needs and Disabilities Code of Practice (2014)

The United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of People with Disabilities

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2021)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)