



Bowes Pre-School & Holiday Club

9.2 Supporting children with Special educational needs

Safeguarding and Welfare requirement: Equal Opportunities

Bowes Pre-school must have and implement a policy, and procedures, to promote equality of opportunity for children in our care, including support for children with special educational needs or disabilities.

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”. As defined by the Code of Practice 2014 for those who have special educational needs and disabled children

Introduction

This policy is in line with the Code of Practice 2014 and Equality Act 2010.
The special Needs co-ordinator (SENCO) is: **Samantha Webb**

Our building is accessible for wheelchairs

At Bowes Pre-school we strive to provide a broad and balanced curriculum for all children for them to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

The Early Years Foundation stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action in the setting.

- We have regard for the Special Educational Needs Code of Practice (Jul 2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs 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.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We follow the Durham County Council SEN Toolkit.
- We ensure that the provision for 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 children’s special educational needs. (See SEN Toolkit)
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that all 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 in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing Early Years Support Plan (EYSP) 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 working with other agencies through each stage of the Common Assessment Framework (CAF)
- 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 Supporting Children with Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers when needed.
- We raise awareness of any specialism the setting has to offer, e.g. Elklan trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Early Years Support Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy every two years.

Roles and responsibilities of our SENCO (Main responsibilities)

- Ensures that our setting has regard to the SEN Code of Practice (2014), the Disability Discrimination Act (DDA) (1995) and the Equality Act (2010)
- Be responsible for ensuring:
 - A SEN inclusion policy is in place
 - The policy is put into practice
 - The policy is reviewed regularly
- Observation, Recording, Assessment and Planning
- Take the lead in observations and assessment of children with SEN including their strengths and areas to develop using the Individual Assessment of Early Learning and Development where appropriate
- Liaise with the key person to complete the Individual assessments and IEP's
- Gather evidence and co-ordinate support, work with colleagues to develop the child's skills through inclusive planning in line with the EYFS curriculum.
- Keep appropriate records which are regularly reviewed and monitored
- Ensure appropriate IEP's are in place and regularly monitored and reviewed
- Support agencies and families with Educational Health Care Plans
- Work closely with parents to ensure background information is collected and shared appropriately

Legal Framework

- Special Educational Needs Code of Practice (DfES 2014)
- Equality Act 2010
- Statutory Framework for the Early Years Foundation stage (Sept 2014)

Further guidance

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- The Team Around the child (TAC) and the Lead Professional: A guide for managers (CWDC 2009)

- The Common Assessment Framework for Children and Young People: A guide for Managers (CWDC 2009)

Other useful Pre-school Learning Alliance publications

- The Role of the Early Years Special Educational Needs Co-Ordinator (SENCO) (2006)

Policies & Procedures are fully supported by the manager committee, parents/carers and guardians of Bowes Pre-School

Signed:- (Chairperson)

Print Name:-.....

Date:-.....

Signed:-..... (Manager)

Print Name:-.....

Date:-.....

Date to be reviewed:-.....