

Special Educational Needs Policy (SEN)

The Cottage has an equal opportunities environment, which does not discriminate against any child, for any reason. Each child and their family are given full support of the preschool, and every opportunity is open to them at all times. We have a non-judgemental approach and believe that every child has individual needs. We will work as a team to do our utmost to meet those needs to the best of our ability. If it is felt that a child's need cannot be met in the pre-school without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs ensuring they develop to their full potential.

The Cottage premises are fully accessible for wheelchair use.

This SEND policy details how the staff at The Cottage pre-school will do their best to ensure that the necessary provision is made for any child who has special educational needs and / or disabilities.

Cottage Pre-school staff will all have an awareness with regards to the SEND Code of practice 2014 and will be alert to any emerging difficulties children may have and will respond early. The staff will also allow all pupils to join in the activities of the setting together with pupils who do not have special educational needs.

Special Educational needs (SEN) which affect a child's ability to learn can include their :

- Behaviour or ability to socialise
- Reading and writing
- Ability to understand things
- Concentration levels
- Physical needs or impairments

Partnership with parents plays a key role in enabling children with SEN to achieve their potential.

The staff at Cottage recognise that parents hold the key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners

and supported to play an active and valued role in their child's education.

Identification of needs in the Early Years

When a child is between the ages of two and three their progress will be reviewed and parents to be given a short, written summary. This will focus on communication and language, physical development, and personal, social, and emotional development. It will identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners will develop a targeted plan to support the child. This plan may include support from other professionals such as the SENCO.

Graduated response

Monitoring of individual children's progress throughout the foundation stage is essential. Where a child appears to be behind expected levels or where a child's progress gives cause for concern, staff will consider all information they have on the child, such as formal checks, staff observations and any other detailed assessments and combine these with information from parents/carers.

Children with SEN may need provision that is additional to or different from that of other children to support their progress.

The setting-based support plan

Where it is decided to provide SEN support to a child, the Pre-school staff (child's Key Person), SENCO and parents will agree on the **outcomes** they are seeking for their child; the **interventions and support** to be put in place; the expected impact on progress, development or behaviour and a **date for review**.

Parents should be involved in planning support and where appropriate, contribute to progress at home.

The SENCO (Special Educational Needs Co-ordinator)

Our SENCO is Emma Taylor

The SENCO will have responsibility for:

- Ensure parents are closely involved throughout the assessment process and that their insights inform action taken by the setting.

- Advising and supporting other practitioners in the setting, to understand their responsibilities to children with SEN.
- Liaise with professionals or agencies beyond the setting

The SENCO will take the lead in further assessment of-the child's particular strengths and areas needing further developments in planning future support for the child in discussion with colleagues and in monitoring and subsequently reviewing the action taken. The SENCO will also ensure that appropriate records are kept. The child's Key Person usually responsible for the child will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

Involving Specialists

When a child is identified who, despite receiving appropriate early education experiences:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- Has sensory or physical problems, and continues to make little or no progress
- Despite the provision of-personal aids and equipment
- Has communication and/or interaction difficulties and requires specific individual interventions in order to access learning.

If the child continues to make less than expected progress, despite evidence-based support and interventions, staff will consider involving appropriate specialists such as Health Visitors, Speech and language Therapists, Portage Workers, Educational Psychologists or specialist teachers. Any decision to involve specialists will be discussed with parents prior to the contact being made.

Nature of intervention

The SENCO and the child's Key Person in consultation with parents will decide on the action needed to help the child to progress in the light of their earlier assessment.

Early Help Assessments

Where it is felt that housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach will be taken, with the setting seeking support from the local authority.

The Education Health and care (EHC) Plan

Some children may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make extra provision. This assessment can be requested by a child's parent/carer or by the Pre-school.

Education Health and Care Plans are for children who have more complex needs.

Transition to a new setting or to school

When a child is ready to transfer to a new setting (e.g. school) the SENCO will liaise with the parents and the new setting in order to provide an individualised plan to ensure this transition is smooth. This may mean discussions around necessary equipment or provision and sharing of information and records collated within the Cottage Pre-school.

Concerns and Complaints

If a parent has a concern, they would follow this procedure

Speak with the child's Key Person

1. The Key person would speak to the SENCO
2. The Key person, SENCO and parents of the child would meet to discuss the concern and if necessary, set a review date.

Written records of all review meetings would be kept for future reference.

If the parents were unhappy with the outcome of the review, then they may decide to follow the Cottage pre-school complaint procedure.

See Complaint policy