

## Sparkles And Millies Pre-School Group



### Special Needs and Disability (SEND) Policy and Procedure

The group welcome the inclusion of all children whatever their individual needs may be. All children have the right to achieve and develop to their full potential. We believe that having an inclusive policy benefits all children, and is a positive experience that reflects the diversity of our community.

The Pre-School recognises the wide range of children and families with special needs in their community. We will support each child as an individual and ensure no child is left behind. We are committed to the inclusion of children and parents with special needs with our pre-school and will seek proper resources to make it successful.

We embrace the aims of the Children and Families Act 2014 in relation to SEND which are:

“Participation: the Act promotes the participation of parents, children and young people in decision-making about SEND

Outcomes: the Act focuses on outcomes and improving progress for children and young people with SEND

Integration: The Act requires a joint approach across all agencies:”

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The staff recognise that parents hold 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 planning care and education.

We aim:

To value all children equally and to provide opportunities for equal access to the curriculum.

To plan our curriculum to meet the needs of individual children.

To recognise that some children will need additional support to ensure access to the whole curriculum

To recognise the importance of early identification and assessment of children with additional needs, and work within the code of practice.

The group will continually monitor and support children to ensure they develop and learn using our own best endeavours to support the child. If a child should not be progressing or reaching Early Years Learning Goals we will consult with parents/carers it is decided additional help would be beneficial we will seek SEN support from the Local Authorities Early Years Support Team in line with the children and Families Act 2014.

We will work collaboratively and liaise with other professionals, such as Portage workers, speech therapists, paediatricians, therapists and health visitors, in order to meet the child's specific needs, and use the best strategies for the child to make the best progress.

The special needs co-ordinator (SENCO) will attend regular Local Authority Senco training to establish the best possible outcomes for children with Special Needs.

Identifying Special needs and Early Intervention:

All children are given time to settle in and become familiar with their new surroundings and routines. If over a period of time staff have any concerns about a child they will pass these on to the SENCO (Claire Smith at Millies and Farhana Shafique at Sparkles), who along with the key person will observe the child. Increased observations and records of strategies used will be kept.

Simultaneously, staff will work together in partnership with parents to formulate strategies to support the child. The SENCO will take the lead in co-ordinating services for any additional support for individual children through the Local Authority.

A child with more complex needs will be referred to the Local Authority for an Educational Health Needs Assessment from which will develop an EHC plan.

Where a child has a long term or complex needs an EHC plan may be appropriate there may be conditions such as speech delay, behavior issues which are not necessarily caused by disability or special educational need, but the child may still need support and the relevant agencies approached (eg. SALT)

When a child is identified as having a Special Educational Need, interventions will be devised that are in addition to those provided as part of our usual Curriculum and decided between agencies staff and parents. Strategies employed to enable the child to progress will be recorded within an IEP (Individual Education Plan). The IEP will record only that which is additional to, or different from, the differentiated curriculum in place as part of normal provision. The IEP will focus on two to three key targets and will be discussed with parents and the child. The IEPs will be continually kept 'under review,' but are formally reviewed three times a year.

Transitions When children move on to another setting we pass on information and records to make the transition as seamless as possible. We would also arrange visits for the child and parents/carers with other professionals e.g. teachers, speech therapists, behavior support, if necessary to ensure smooth transition.

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