

South Milford Preschool Special Educational Needs and Disability Policy

Statement of intent

We provide an enabling environment in which all children, including those with special educational needs, are supported to reach their full potential.

Aims

- We have regard for the DfES Special Educational Needs and disabilities Code of Practice (Jan 2015) and The Special Educational Needs and Disability Regulations (2014)
- We adhere to the duties under the Equality Act 2010.
- We follow the requirements set out in the EYFS framework and the Early Years Outcomes are used to help us understand the outcomes that children should be working towards.
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We provide practitioners to help support parents and children with special educational needs (SEN) and disability.
- 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 children, parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We have a Local Offer which sets out the provision for children who need extra support. More information about this is available on request.

Objective and procedures

- We have a named person who is responsible for SEN and disabilities at South Milford Preschool. - Mel Riches. She will be committed to keeping herself up to date with legislation and training.
- In-service training is provided for parents, staff and volunteers. Practitioners are kept up to date at staff meetings. Advice is given to support practitioners, parents and volunteers when working with children with SEN and disabilities.
- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.
- We provide resources (human and financial) to implement our special educational needs and disability policy.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools
- We ensure parents and the child are closely involved throughout and that their insights inform action taken by the setting.
- We monitor and review our policy annually but review our practices continuously within the graduated approach.

2. We provide an inclusive setting to be able to meet the needs of children with SEN.

- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure children with SEN are supported socially in order to form good relationships with peers and staff.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We provide a broad, balanced and differentiated curriculum for all children, including those with special educational needs.

3. We have a clear system for early identification, assessment and review.

- ❑ Parents' early observations of their child are crucial and practitioners seek out as much information from parents and other professionals prior to a child starting at pre-school.
- ❑ The child is at the center of all interventions, therefore input from them and their parents/carers is invaluable.
- ❑ Children's progress is monitored for all children throughout the year. We use the up to date statutory framework (EYFS 2021) and Birth to 5 matters to assess children against normal expectations of progress.
- ❑ Children who have a gap in attainment/ progress are identified and closing the gap procedures are put in place. These children will be identified on our vulnerability checklist.
- ❑ Where a child continues to be behind expected levels, or where a child's progress gives cause for concern, then practitioners, along with the SENCo and manager, will carry out a more detailed assessment of the child's needs and input from the child and family will be sought.
- ❑ Specialist advice will be sought where necessary, and this should inform decisions as to whether or not a child has SEN. The decision to involve specialists will be taken with the child's parents.
- ❑ Support and interventions will be given within the setting and from external agencies, and progress will be continually assessed and reviewed with parents. The cycle of action will be revisited with increasing detail and frequency, forming our graduated approach. More information on the graduated approach is available on request.
- ❑ We use a system of planning, implementing, monitoring, evaluating and reviewing individual learning plans (ILLPs) for children with special educational needs.
- ❑ Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will then consider requesting an Education, Health and Care needs assessment.
- ❑ We will also consider the application of Element 2 funding, in order to support any child with SEN or disability.
- ❑ We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. ILLP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

4. Progress check at 2 years old:

We provide a written summary of each child's development when a child is aged between 2 and 3 years old. This is shared with parents, other settings and health visitors. The check highlights areas where:

- ❑ Good progress is being made
- ❑ Some additional support might be needed
- ❑ There is a concern that a child may have a developmental delay (which may indicate SEN or disability)

This is then shared with parents to gain their input. The 2 year old progress check identifies next steps and will look at strategies and activities to put in place to ensure the child makes the expected progress.

5. We work closely with parents of children with SEN.

- ❑ We work closely with parents of children with special educational needs to create and maintain a positive partnership.

- ❑ We ensure that parents are involved and 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 provide a complaints procedure.

6. We work closely with other settings/ schools

- ❑ We work closely with the other settings that the child attends, sharing information and ensuring the needs of the child are met.
- ❑ We pass on relevant information to the child's school and meet with teachers to inform them on the child's needs.
- ❑ We make links to the local school, enabling children to go on visits throughout the year, to allow for a smooth transition.

M. Riches July 2023.

