

Special Educational Needs & Disability Policy

Our Special Educational Needs & Disability (SEND) Policy is in keeping with the general aims of the Pre-school and its policy on equal opportunities. The Committee and staff of Addlestone Pre-school will ensure that children with special educational needs are included in all activities, taking account of their individual needs.

Objectives of the SEND Policy

- To include children with special educational needs into all aspects of Pre-school, taking into account each child's individual needs.
- To extend the range of strategies staff use to positively encourage good behaviour, manage inappropriate behaviour and to ensure a consistent approach by all staff.
- To give regular opportunity for parents of children with special educational needs to meet with staff and outside agencies, where applicable, for discussions on their child's progress.
- For the SEND Co-ordinator to hold regular meetings with staff to discuss support for children with SEND and their individual educational plans.

Responsibilities of the SEND Co-ordinator and Pre-school staff:

Rachel Flynn is the SEND co-ordinator for Addlestone Pre-school, and is responsible for:

- The day-to-day operation of Pre-school's SEND Policy.
- Liaising with and advising other staff members on day-to-day developments which may affect children with special educational needs.
- Co-ordinating provision for children with special educational needs, including preparing, implementing and reviewing individual educational plans.
- Maintaining Pre-school's SEND Register and overseeing the records of children on the register.
- Liaising with parents of children with special educational needs and advising them on organisations which can offer advice and support such as the Partnership for Parents Service - Tel. -01737 737300.

- The SEND Co-ordinator, in consultation with the Supervisor and committee, will endeavour to ensure that all staff are aware of relevant training and that this is provided.
- Liaising with external agencies, including the educational psychology service, social services, medical and voluntary bodies. This includes attending or initiating reviews and meetings and implementing strategies discussed.
- Applying for funding and grants for training, support and equipment.

Working with Parents:

We feel it is essential that parents are fully involved in all aspects of their child's life at Pre-school. We aim to create a welcoming atmosphere and parents are encouraged to informally discuss any concerns with their child's keyworker and or with the SEND Co-ordinator. Arrangements will be made so that discussions can take place before, after or during a session - whichever is deemed a more suitable time. Parents are always invited to review their child's progress and written records are shared with them. We have a parents' rota where parents or family are asked to help within Pre-school.

Access to the EYFS framework

All children, including those with special educational needs, have access to the whole of Pre-school.

All staff are responsible for meeting the needs of children with special educational needs within Pre-school. The keyworker and/or SEND Co-ordinator will pass on information about a child's needs to the team at weekly staff meetings.

There is a strong awareness of the need to differentiate according to each child's needs. This is maintained through Pre-school's planning, observation, evaluation, the keyworker system and learning journeys. The effectiveness of each child's education in Pre-school is measured by observation and assessment techniques to complete the learning journey.

Admission Arrangements for children with Identified Special Educational Needs

The presence or absence of a special educational need is not a factor in the allocation of places to children wishing to attend Pre-school.

Once a place has been offered to a child with identified Special Educational Needs the SEND Co-ordinator will liaise with the child's parents to see how

best Pre-school can fulfil the child's needs and if any extra provision needs to be made.

Parents are asked to complete a summary of medical and other specific requirements which would help the child and staff in settling into Pre-school, together with an outline of outside support agencies the child is in contact with.

Identification, Assessment and Provision for Children with Emerging Special Educational Needs

A special educational needs sheet is attached to Pre-school's admission document, which all parents are given once their child has been offered a place within Pre-school. Any concerns identified on this sheet are noted and discussed with parents.

Children with emerging special educational needs may be identified by:

- The special educational needs sheet attached to Pre-school's admission document.
- Expression of concern by parents/carer at any time.
- Expression of concern by members of the Pre-school staff.

Strategies Used to Establish the Nature of the Child's Difficulties

- Structured observation by staff.
- Use of developmental checklists within Pre-school - such as an Ann Locke Detailed Profile.
- Discussions with the child's parents/carers to gain as much background knowledge as possible.
- Seeking information from other professionals, with parental permission using the common assessment framework.
- Managing the 'SEN Support' and focusing on outcomes as the basis for a support plan
- Gathering information about the child and making an initial assessment of the child's special educational needs.
- Providing special help within the normal curriculum framework. Exploring ways, with the child's key worker, in which increased differentiation of Pre-school work might better meet the needs of the individual child.
- Monitoring and reviewing the child's progress.

The SEND Co-ordinator will:

- Ensure that the child is included in Pre-school's SEND Register.
- Liaise with parents/carers and any outside agencies to gather more information and to keep parent/carers informed.
- Help the child's keyworker to gather information and assess the child's needs.
- Set individual education plans with targets for the child and review these termly.
- Advise and support as necessary when the child makes the transition to school.

Co-ordinating Assessment and Provision for SEN Support

Pre-school will seek advice, with parental/carer consent, through the Early Help Assessment (EHA), from outside agencies and support services who can advise and provide more specialist assessments if the child has made little progress when his/her individual education plans are reviewed.

The SEND Co-ordinator will:

- Continue to involve the parents/carers fully in discussions.
- Ensure that records are complete and up-to-date.
- Liaise with outside professionals, with parental consent.
- Plan, implement and review, in conjunction with the child's key worker, individual education plans incorporating advice from outside agencies.
- Request and attend meetings as appropriate.

Providing Assessment and Support up to and Beyond STATUTORY ASSESSMENT

If the help given is not sufficiently effective to enable the child to progress then it will be necessary, in consultation with parents/carers, and other outside agencies involved, to consider whether an Education, Health and Care Plan (EHCP) is appropriate.

Evidence required by the Local Education Authority would include:

- The views of the parents/carers and child (where ascertainable).
- Copies of all individual educational plans and whether targets have been met.
- Evidence of progress i.e. observations and Ann Locke sheets.
- Copies of advice from health and Social Services.

- Evidence of the involvement and views of the specialist professionals.
- Evidence of the extent to which advice has been followed by the setting.

The SEND Co-ordinator will:

- Write a report and submit to the local Education Authority, to include;
 - Copies of all individual educational plans.
 - Evidence on progress
 - Evidence of the involvement with the specialist professionals.
 - Evidence of the extent to which advice has been followed by the setting.
 - Implement the Statement of Special Educational Needs if given.

Transition to School

In transition to school all relevant information will be shared with the receiving setting – i.e., Surrey Learning Journey (Ann Locke, IEPs, observation's – if applicable). This should be in the form of a transition meeting, involving parents and other professionals if applicable to share information and agree actions/transitional arrangements.