



## Special Educational Needs Policy

Our policy is to support the inclusion of children with Special Educational Needs and of disabled children within our setting.

### **Aims**

Frenchay Pre-School aims to provide inclusive play and learning opportunities for all children. Staff and children are supported so that we can welcome diversity. Children with Special Educational Needs or Disability (hereafter SEND) and children with a disability have access to broad and balanced opportunities within the Foundation Stage Curriculum. They are included in all of the activities in our setting by our provision of differentiated tasks and experiences. We ensure that the new SEND Code of Practice is implemented in our setting. The Code of Practice and SEND Toolkit are kept in the filing cabinet.

### Special Educational Needs Coordinator (SENCO)

Our SENCO is Claire Frost.

Her responsibilities are to:

- Attend regular training and meet with other professionals for support and advice to help support the needs of the children in our group.

- Provide information for the staff and to support them in identifying children with SEND and in including them in their groups with equal opportunities for all.
- SEND support plans are in place, monitored and reviewed.
- Maintain records on the children and to be a channel of communication between agencies.
- Initiate action with other agencies as appropriate in respect of the SENDs of any child in the pre-school.
- Work in partnership with parents; offer them information which is accessible and clear; support them during their child's time in the pre-school.
- Involve children in decisions concerning their play and learning and to support them in the making of choices where possible.

### **Admissions Arrangements**

See Admissions Policy.

### **Staffing**

Provision for disabled children/children with SEND is a matter for everyone at Frenchay Pre-

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<b>Signed off by the Director of Frenchay Pre-School</b>	Lucy Foley
<b>Next Review Date</b>	January 2020
<b>Links to EYFS</b>	Safeguarding and promoting children's welfare. Suitable people / Organisation



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School. All staff are made aware of the individual needs of the children. We seek to offer and apply for the appropriate level of support for individual children. We arrange small groups when needed with staff deployed as necessary. Staff treat children with sensitivity and ensure privacy when in the bathroom, changing children or administering medicines as appropriate.

### **Training**

Frenchay Pre-School has a commitment to staff training in all areas of practice. We attend training relevant to inclusion and meeting the needs of children with SEN or with a disability. Members of staff have attended behaviour courses, Inclusion Conferences and Makaton training and use signs when communicating, singing and story telling with the children.

If we feel we need an area SENCO to visit us, we will contact ART.

### **Facilities**

Frenchay Pre-School is all on one level. We have designated parking spaces for parents/children with a disability. The doors and entrances are wide enough for wheelchair access. The toilets are suitable for wheelchair users. When making decisions about our facilities we take into

consideration any risk factors with regard to implementing activities or using equipment and these will be addressed. We will consider changes to the facilities in order

### **Curriculum, Resources and Learning Environment**

*Curriculum* - All children with SEN have access to the Early Years Foundation Stage differentiated to their needs. This is done by the way in which activities are presented and explained to children, by the amount of support given to the children and by what we expect of them as we build upon their successes.

Children's SSPs (SEND support plans) are used to support access to the Early Years Foundation Stage. All children benefit from changes to make the curriculum more accessible such as using story sacks, visual prompts and offering different ways in which to make choices.

*Resources* - We adapt our resources to meet the needs of the children. We will seek to obtain special seating or equipment as necessary to meet individual needs. We have books that show positive images and answer children's questions.

*Learning Environment* - We arrange the

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furniture, lay out the equipment and use the space in our setting so all children have maximum independence whilst feeling comfortable. We partition the areas in the hall to offer children secure spaces in which to play. Children have a choice of table top and floor activities.

### **Identification, assessment and provision of/for children with SEND**

All children are observed undertaking a range of activities in relation to the Early Years Foundation Stage. We differentiate activities in order that children with a range of abilities are catered for.

### **Graduated response**

If, despite the differentiation taking place within the pre-school, a child makes little progress in one area of development or more, SENCO will work in partnership with parents, and involve the child as appropriate to prepare an SSP with two or three targets. The strengths and preferences of the child will be used to prepare the plans. Regular meetings are planned with the parents to review the SSP to discuss progress, achievements and future plans.

### **Early Years Action Plus**

If extra help is needed to enable the child to

progress in addition to the support plan, we will seek advice from other agencies with the permission of the parents/carers. This constitutes Early Years Action Plus and the professionals involved will be asked to support us in writing SSP targets for the child. In some cases a child will already have other agencies involved when starting at Frenchay Pre-School and will ensure a smooth transition from one setting to another. We transfer information and children's individual Profile Packs with the permission of parents/carers.

### **Listening to children's views**

We have different way of enabling young children to make choices and to express their feelings. We use language at their level of understanding, significant objects, pictures and puppets. We find ways of listening to the children's preferences and view when planning SSPs, particularly by observing them carefully in their play. We give children feedback on how they are developing and build upon their successes.

### **Review and monitoring of the policy**

This policy will be reviewed regularly, especially in relation to changes in guidance and the law. The different aspects of this policy will be

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monitored by our SENCO to ensure that our practice and provision reflect the policy.

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