

## **Equality of Opportunity**

### **Supporting Children with Special Educational Needs**

<b>Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environment</b>	<b>Learning Development</b>
<b>1.1 Child Development</b>	<b>2.1 Respecting Each Other</b>	<b>3.2 Supporting Every Child</b>	<b>4.1 Play and Exploration</b>
<b>1.2 Inclusion Practice</b>	<b>2.2 Parents as Partners</b>	<b>3.3 The Learning Environment</b>	<b>4.2 Active Learner</b>
<b>1.4 Health and Wellbeing</b>	<b>2.3 Supporting Learning</b>	<b>3.4 The Wider Context</b>	<b>4.3 Creative and Critical Thinking</b>
	<b>2.4 Key Person</b>		

The SEN policy is written in response to the Code of Practice 2014 and Equal Opportunities Act 2010 with regard to the identification, assessment and provision for children with Special Educational Needs.

At Haddenham Puddleducks Pre-school we believe that all children should have equal access to appropriate learning opportunities regardless of their abilities and we provide a secure, happy environment. All children and their families/carers are welcome.

Haddenham Puddleducks Pre-school recognizes the DFES definition that a child has special need if he/she has a learning difficulty which calls for special educational provision to be made for him/her.

Every effort is made to promote a positive climate within Haddenham Puddleducks Pre-school that recognises the rights of children with additional educational needs. We aim to respond appropriately to each child's background and personal need.

We ask parents to give us as much notice as possible if their child has an Additional Educational Need, this will help us to make effective provision for the child

**Fran Culbert is our new Special Educational Needs Coordinator.** If there is a developmental issue, no matter how large or small that concerns you about your child's progress please speak to Fran. If she can't answer any queries she will be able to put you in contact with people who can help.

#### **Training**

Training for the SENCO is ongoing. At each of our staff meetings time is allocated to the discussion and development of additional needs within the pre-school, with appropriate in-service training for our team when the SENCO explains knowledge they have gained from their training.

#### **Fran has completed the relevant training:**

Fran holds a paediatric first aid certificate and an Advanced Level Apprenticeship in the Children' and Young People's Workforce: Early Learning and Childcare. She has undertaken SENCO training and will continue to attend relevant courses.

#### **Arrangements for co-ordinating provision**

Fran as our special needs co-ordinator is responsible for co-ordinating special needs provision within the pre-school. Fran provides support and advice to parents and our team, she will monitor and develop the special needs provision and liaise with external agencies when needed.

#### **Responsibility of the Special Needs Co-ordinator is;**

- To have regard for the DfES Special Educational Needs Code of Practice (2014).
  - To identify the specific needs of these children and meet those needs through a range of SEN strategies.
  - Monitoring and record keeping – Haddenham Puddleducks Pre-school's system of observation and record keeping which operates in conjunction with parents enables us to monitor a child's needs and progress on an individual basis. Within our setting for every child identified as having a SEN, we will take early years action; devise a structured program to meet the child's needs. Then where necessary early year's action plus, parents are encouraged to be actively involved in the planning and implementation of an appropriate program for their child. Records will be passed on to the next setting.
  - Haddenham Puddleducks Pre-school liaises with the local Education Authority by attending link group meetings once a term and the SENCO attends cluster group meetings once a term. The SENCO can contact the area SENCO's for advice, parental permission would be sought before any individual observations from an outside agencies were undertaken. Haddenham Puddleducks Pre-school will promote continuous training for the SENCO and other members of staff as budget allows.
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- To be responsible for the day-to-day operation, monitoring and evaluation of the SEN Policy.

- *Liaising with outside agencies, to facilitate shared information via parents such as a speech and language therapist, educational psychologist and other appropriate agencies.*
- *Managing resources to support the SEN provision.*
- *Maintaining and monitoring records and Special Education Plans.*
- *Ensuring clear communication with parents/carers by involving them, valuing their contributions and informing them of any concern which will be dealt with sensitively and in confidence.*
- *The principle of seeking and taking account of the views and opinions of a child with special educational needs is important dependent on their age, maturity and capability. This is done by communicating with both the child and parents.*
- *Gathering background information from the admission form, child profile and medical form, information from previous setting(s) after consultation with the parents/cares.*
- *The SENCO will support and be a reference point for colleagues on all SEN matters including identifying and working with children who have SEN. We will always have respect for a child's privacy.*
- *The SENCO will continue to attend training disseminate information.*
- *Contributing to in service training of colleagues concerning SEN.*
- *Coordinating reviews for all children with additional educational needs at least once each term.*
- *To ensure our provision is inclusive to all children with special educational needs.*

### **Our SEN aims and objectives are**

- *To raise children's awareness of additional needs with positive images in books, posters and toys*
- *To identify a child with additional educational needs as early as possible and provide an appropriate learning environment to meet all individual learning needs.*
- *To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive.*
- *To develop sensitivity to additional needs and a climate of warmth and support in which self-confidence and self esteem can grow.*
- *To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.*
- *To affect a programme of support so where necessary we can liaise with other professionals or make referrals to enable children to receive the help they need quickly and effectively.*
- *To inform parents of the needs and progress of their child, to consult and work in partnership with them.*
- *To observe, monitor and record the child's progress so that specific help can be given to individual children.*
- *To take into account the wishes of the child, relevant to their development age and comprehension.*

*Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age, or if they have a disability, which prevents or hinders them from making use of educational facilities of the kind generally provided for children of the same age.*

### **Admission arrangements**

*It is our intention to make our pre-school genuinely accessible to children and families from all sections of the local community.*

### **Specialist facilities and our teaming**

*Our team, attend courses regularly and information is cascaded down to the other team members at regular team meetings.*

*The adult child ratio is one to four two year olds and one to eight three/four year olds with one to one specialist help when deemed necessary.*

*Arrangements are made for representatives of external agencies to visit the child in the pre-school environment and to share knowledge and information with the team.*

### **Identification, assessment & review arrangements**

*Haddenham Puddleducks Pre-school's team are responsible for the learning and development of all the children within their care, including those with special additional needs. We record each child's learning identified by Early years Foundation Stage' to record progress and to aid in the early identification of these special additional needs.*

*It is the whole team's responsibility to assess and identify children's additional needs and notify the special needs co-ordinator, who will support the key person in appropriate strategies and programmes of work.*

### **Integration and access to the early years curriculum**

*The pre-school room is on ground level and has good wheel chair access to disabled toilet facilities and the main hall. Use of the rear outdoor area is accessed via both steps and a ramp.*

*In order to minimise social discrimination against children with additional needs, Haddenham Puddleducks Pre-school has opted to arrange the children in mixed ability groups, but to aid differentiation in meeting children's learning needs, children will be taught individually or in ability groups within their overall group when it is appropriate.*

### **Resources**

*There is an additional needs resource base which is administered and updated by the special needs co-ordinator.*

- *Equipment for additional needs may be brought into Haddenham Puddleducks Pre-school with the child each session, or equipment may be on loan from the child's family, or other contacts the family may have.*
- *The pre-school recognises the need to provide the maximum amount of assistance for children with additional needs, funding will be applied for where ever possible to provide assistances and support for children in the most beneficial way.*
- *When learning support is available, priority is given to the promotion of Social, Emotion and Communication Development. However, we aim to remain as flexible as possible in meeting the differing needs of children and may use learning support in other areas of development where appropriate.*

**Parents in partnership**

*We recognise the importance of effective dialogue between key persons and parents. Parents are consulted and kept informed of their child's progress at every stage and are welcomed into the pre-school to support their child's learning, (see parent partnership policy)*

- *At each stage of the additional needs process parents are consulted and asked for their input before being asked to sign their consent on an Individual Education Plan before their child is moved to the next stage.*
- *The pre-school's special needs policy is summarised in the pre-school's journal, parent's attention is brought to the full policy at the time of the induction process.*
- *Should any parent be dissatisfied with the pre-school's efforts on behalf of their child, they will be referred to the special needs co-ordinator and/or the manager so that the situation can be investigated and where necessary improved.*

**Liaison with other pre-schools, schools & agencies**

*The records for any child will be passed, with the parent's permission, to their infant school. Additionally, there will be regular liaison meetings between the pre-schools co-ordinator and the SENCO at the infant school the children move on to. Any involved specialists from external agencies will also support this progress.*

*All staff at Haddenham Puddleducks Pre-school is responsible for the SEN code of practice and are fully aware of the procedures for identifying, assessing and making provision for children with special educational needs. They support the SENCO and treat all information confidentially.*

*The committee works with staff to determine Haddenham Puddleducks Pre-school general policy and approach to provision for children with SEN.*

*The supervisor works closely with and supports the SENCO, will be present at meetings with parents and the SENCO, is responsible for the day to day management of all aspects of the playgroup work and keeps the committee fully informed.*

*Haddenham Puddleducks Pre-school's aim is to provide an inclusive environment for all children with regards to admissions please refer to Haddenham Puddleducks Pre-school's admissions policy, for any complaints please refer to the Haddenham Puddleducks Pre-school's complaints procedure policy.*

*This policy will be reviewed annually after the AGM, or in any case, updated in accordance with new legislation or requirements of the code of practice when published.*

February 2020 (Original kept in SEN file)

Next review date;

February 2021

***This policy was adopted at a meeting after the AGM of Haddenham Puddleducks Pre-school held in February 2020***

***Signed on behalf of Haddenham Puddleducks Pre-school by .....***