

Special Educational Needs Policy



PARKWAY PRE-SCHOOL

This policy describes how Special Educational Needs are identified and provided for, involving parents, staff and outside agencies.

Aims

- Have regard for the DfE's SEND Code of Practice 2015.
- Ensure our provision is inclusive to all children with special needs.
- Identify the specific needs of children with SEN/disabilities and meet those needs through a range of SEN strategies.
- Work in partnership with parents and other agencies in meeting individual children's needs; and
- Monitor and review our policy, practice and provision and, if necessary, adjust.

Procedures

To enable us to meet these aims, Parkway Pre-school will:

- Designate a member of staff (Melanie Canny) to be Special Educational Needs Co-ordinator (SENCO).
- Ensure that the provision for children with SEN is the responsibility of all members of staff in the setting.
- Ensure that our inclusive admissions practice ensures equality of access and opportunity.
- Ensure that our physical environment is as far as possible suitable for children with disabilities and is adaptable to meet the individual needs of a child with SEN.
- We will foster partnership with parents - they will be fully consulted and informed of developments and activities that their child undertakes.
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- Provide parents with information on sources of independent advice and support.
- Liaise with other professionals involved with children with SEN and their families, including transition to other settings and schools.
- Use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN.
- USE THE GRADUATED response system (Birth to Five) for identifying, assessing and responding to children's special educational needs.
- Provide a complaints procedure.

- Monitor and review our policy annually.

Progress Check at Two.

- Practitioners will provide a report to parents of children who are aged between 2-3 years where Parkway is their first setting or is the setting where they spend most of their time.
- This report will be a short summary of children's development in the prime areas.
- This report will identify a child's strengths, any area where the progress is less than expected and may require additional support or there may be a developmental delay.
- Where a concern emerges, or special educational needs are identified, practitioners will work with parents and other professionals as appropriate to provide targeted support for the child's future learning.

Admission and Integration of children with Special Educational Needs.

Children with Special Educational Needs will be accepted into the Pre-School without discrimination. Parkway Pre-School has modern facilities that make it suitable for most medical or Special Educational Needs.

Arrangements for fostering partnerships with parents.

The staff at Parkway Pre-School are aware that they are working in partnership with parents of children with Special Educational Needs. Parents will be fully consulted and informed of developments and activities that their child undertakes. They will be invited into the pre-school when in session, and for planning and discussion meetings. Staff will be available to participate in assessments with outside professional agencies, if appropriate.

Identification and Assessment of children.

Where members of staff consider that a child has a need, they will discuss this with the manager. Careful monitoring and recording will follow. After thorough discussions at staff meetings, parents will be invited to discuss the staff's findings with a view to possibly involving outside professional agencies for assessment.

Broad and Balanced Curriculum for all.

Pupils who come to the pre-school with a Special Educational Need already identified will have an appropriate educational programme developed. This may include having activities modified or amplified so that the child can fully experience them. Where appropriate, staff will be fully briefed in the child's condition and needs, and special apparatus or equipment will be purchased. The documentation pertaining to the child's activities is the Individual Educational Plan to be reviewed approximately every half term.

In-service training of staff, and parents.

Some Special Educational Needs can be met by trained teachers. Where the child has a condition that is new to the staff, information will be obtained from appropriate sources e.g. outside professional agencies, parents, libraries, support groups, etc. Arrangements will be made for staff to go on a training course if relevant.

Outside professional agencies.

Members of staff will ensure that outside professional agencies are contacted, and that a relationship is developed so that the agencies have access to monitoring the child, and that the staff of the pre-school will have access to relevant information. Some such agencies are local authorities, health and social services, and agencies such as ADD-Vance and SPACE. This will have the advantage of also preparing the child's proposed school of his or her needs.

Regular review of Special Educational Needs provision.

To ensure that the provision is effective and appropriate there will be regular review of the records and activities of the child, at least half-termly, depending on the needs of the child. This may take place at a routine staff meeting, or at a meeting convened for this purpose.

The Code of Practice.

By following this policy, the staff will be undertaking the SEND Code of Practice (DfES 2015). This is the Practice by which Special Educational Needs are identified and managed.

Further guidance

Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)

Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)

The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)

The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2009) § Special Educational Needs Code of Practice (DfES 2014)

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