

# Bow Lane Pre-school

## The Safeguarding and Welfare Requirements: Equal Opportunities

The provider must take necessary steps to safeguard and promote the welfare of children.

### 9.2 Supporting children with special educational needs

#### Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. The staff at Bow Lane Pre-school believes that all children have a right to a broad and balanced early years curriculum. All children are welcomed, regardless of their individual needs and are welcome to our inclusive setting. In order to achieve this, we work closely with the children, parents, the Early Years Inclusion Team in Merton and other agencies if this is necessary.

- We have regard for the Special educational needs and disability code of practice: 0 to 25 years (2014).
- The Equality Act 2010.
- Statutory Framework for the Early Years Foundation stage 2014.
- Every Child Matters 2003.
- Children and families Act 2014.

#### Aims and Objectives

- To ensure that the provision for children with special educational needs is the responsibility of all members of the setting and Merton's Quality and Standards Team.
- To ensure that our inclusive admissions practice ensures equality of access and opportunity.
- To ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education and to work closely with them.
- To provide parents with information on sources of independent advice and support.
- To liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- To provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- To ensure children with special educational needs are appropriately involved (with support of the inclusion officer) at all stages, taking into account their levels of ability.
- To have systems in place for supporting children with SEN support and for the children on an Education, Health and Care plan (EHCP). Merton's Inclusion Team will support us through this.
- To raise awareness of any specialism the setting has to offer, e.g. Staff trained in signalong.

- To ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. SEN support Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is **Kelly Bubb**

### The SENCo's role and responsibilities are;

- To identify any difficulties a child may be having accessing all on offer in the setting.
- To develop strategies, support staff through the Graduated approach system and to help the child access early years curriculum and make progress.
- To ensure parents/carers are aware of plans and to keep them informed of child's progress.
- To review the SEN Policy annually and ensure staff and parents are able to contribute to the review..
- To work with outside agencies who may be able to offer support and advice.
- To ensure that new SEN initiatives are implemented.
- To attend training as arranged through the London Borough of Merton.
- To work in partnership with parent/carers and key person in the setting.
- To make sure staff are aware of the two main duties of the DDA – not to treat a child with a disability 'less favourably' and to make 'reasonable adjustments' for disabled children and to support staff in the identification of needs.

## **Training**

The SENCo will attend training (minimum of 3 days per year ) on SEN and Disability and will take responsibility for explaining relevant issues to the other staff.

## **Arrangements for Identification and Assessment**

Children's progress will be monitored, recorded and reviewed regularly and should there be concerns the following actions will take place.

Key person will discuss concerns with SENCO or manager. The SENCO and key person will meet and discuss this with the parents and a graduated approach of assessing the child will be carried out through the Assess, Plan, Do and Review approach.

## **Assess**

The key person alongside the SENCO and parents will carry out an analysis of the child's needs. The initial assessment will be reviewed regularly to ensure that support is matched to the child's needs. If there is little or no progress more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. If the professionals are not already involved working with the setting, the SENCO will contact them with the parent's permission.

## **Plan**

If it is decided to provide SEN support, and having informed the parents the key person and SENCO will agree in consultation with the parent:-

- the outcomes they are seeking
- the interventions and support to be put in place
- the expected impact on progress, development or behaviour
- and a clear date for review

plans will (where possible) take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child.

Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

## **Do**

The key person remains responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the interventions or programmes agreed as part of SEN support.

## **Review**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date by the key person, SENCO and parents. They will agree any changes to the

outcomes and support for the child. The parents will be given clear information about the impact of the support provided and be involved in planning their child's next steps.

This cycle of action will be revisited in increasing detail and with increasing frequency to identify the best way of securing good progress.

The graduated approach will be led and co-ordinated by the setting SENCO.

### **Requesting an Education, Health and Care needs assessment**

Where despite the setting 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, the setting will consider requesting an Education, Health and Care needs assessment. The details of this can be accessed under the Special educational needs and disability code of practise: 0-25 years (June 2014) chapter 9.

### **Partnership with parents**

Parent/carer meetings to be arranged with key person to discuss any concerns. All meetings and written reports will be confidential and only shared with other professionals with parent consent, although SEN support documents are working documents and as such need to be freely available to staff in the setting. We will if appropriate, give parents/carers advice on where to seek support outside the setting e.g Multi Agency Team.

### **Transition**

We ensure good practice in preparing the children for moving to their next setting by liaising and encouraging the relevant school staff to visit the child here.

We will pass on all relevant information, including reports, assessments and an up to date review to the next setting to be attended by the child as agreed with the parents the information to be shared.

This policy was adopted at a meeting of	<u>Bow Lane Pre-school</u>	name of setting
Held on	<u>15th September 2018</u>	(date)
Date to be reviewed	<u>15th September 2019</u>	(date)
Signed on behalf of Bow lane Pre-school		
Name of signatory	<u>Gaye Hooker</u>	
Role of signatory	<u>Owner</u>	