

# Special Educational Needs

## Policy & Procedures

Page	Content
2	Equality of Opportunity Procedure
5	Supporting Children With Special Educational Needs
5	Definition of Special Educational Needs
6	The Role of the Special Educational Needs Coordinator (SENDCO)

### Version Control

Number	Summary of Change	Date Implemented
1.0	Minor updates and typos - separation into individual policy docs.	30/09/16
1.1	Minor updates following policy review	09/10/17
1.2	Minor updates following policy review	14/09/2018
1.3	Minor updates following policy review	25/07/2019
1.4	Minor wording updates following policy review	24/07/2020

Signed:

Dated:

# Special Educational Needs Policy & Procedures

## Equality of Opportunity Procedure

As required by the EYFS Statutory Framework as a setting we have created and implemented an effective procedure to ensure Equality of Opportunity and to support children with learning difficulties and disabilities.

1. The Treehouse Pre-school will include all children and meet their needs particularly those that arise from children's ethnic heritage, social and economic background or gender and those who are disabled or have special education needs.

- We have an inclusive admissions policy (see separate Admissions Policy in the Information and Records Policy & Procedures)
- We will advertise employment posts openly and treat all applicants and employees fairly.
- All Staff Job Descriptions will include a statement on commitment to Equality of Opportunity.
- All staff and volunteers are made aware of and given opportunity to attend training.

2. We will work towards helping each child realise their full potential by meeting their needs through a differentiated curriculum and adapting activities where necessary.

- The views of children and parents are sought by regular contact with the parents and through our settling in process and follow ups. Questionnaires are also sent out to parents periodically to obtain their views.
- We will seek to reduce any barriers to inclusion by use of up to date information and adapting our provision accordingly.
- We have a wide range of accessible resources and equipment including appropriately sized furniture.

We will include all children and adapt resources and the environment both indoors and outdoors to accommodate those who are disabled or have special education needs.

- We will have regard to the SEND Code of Practice (2014), Disability Discrimination Act (2005) and the Disability and Equality Act (2010)
- We value children's home language and experience and will work with the parents to support them in their learning by talking to parents about key phrases the child uses or needs.

3. We will work with the parents to ensure we meet the medical, cultural and dietary needs of all the children. (Refer to Managing Medicines Policy and Food Policy in our Child Health Policy & Procedures).
  - We make sure that all parents are aware of the Complaints Procedure by including reference to the same in the Home Visit and inclusion in the Information Booklet given to all new families (Refer to Complaints Procedure in our Information and Records Policy & Procedures).
  - We encourage parents to take part in and contribute to the life of the setting by way of helping with our library or coming in as a Parent Helper and providing open mornings for parents to attend. As parents collect children staff update them about the children's activities and encourage them to take an active interest. Children's learning journal's include pictures of the children and are available for parents to see. We also operate home/pre-school diaries for all children to provide a method of 2 way communication.
  - We communicate information about events by way of our termly newsletter which is displayed on the website and individual event letters.
  - Parents/carers are made aware that they can make an appointment to discuss their child at a time convenient to them. Staff are able to request an appointment with a parent/carer to discuss any concerns they may have about a child's development. We usually carry out Home Visits prior to children starting. Staff carry out Termly Reviews which are sent to parents to share children's learning and development.
  - We liaise with EYFS Inclusion Team, attend EYFS Network meetings and SENDCO Liaison meetings and disseminate and share information and advice to all staff by way of regular staff meetings.
  - The group Manager and the Designated Person from 'The Pastoral Leadership Team' as the registered body have a responsibility to ensure that the necessary time and finance is available for the SENDCO to fulfil their role.
4. We monitor and review our Equality of Opportunity Procedure at our Annual Policy Review and at any time that issues arise we will consider whether we need to adapt the policy. Where practicable, all staff are included in the annual review which takes place on a Staff Training Day - in any event any policy changes are shared with all staff at staff meetings. The next official policy review will be July 2020.
5. We avoid stereotypes or derogatory images by careful selection of resources and discussion between staff and continually being aware. We would be prepared to challenge parents about stereotypical views. We encourage parents to have positive views of children and adults.

- We reflect a wide range of communities, abilities, cultures and disabilities in our resources and our practice. We have books, puzzles and other resources showing a whole range of abilities and cultures.
- As a Church Pre-school we celebrate Christian festivals. We do not celebrate other religious festivals but would encourage the children to share with us about their celebrations. We have regard for other cultures and festivals which are reflected in our resources
- We embrace the diversity of family and home.

\* British values are embedded throughout practice. Children are encouraged to show kindness, respect and empathy to all.

6. Any threatening or abusive behavior or any expression of prejudice or discriminatory behavior towards or between staff or families will not be tolerated and all such incidents will be challenged and recorded. Any incident will be dealt with by 2 members of staff initially speaking confidentially to anybody whose behavior gives cause for concern. Any such meetings will be recorded. If this does not defuse the situation the matter would then be referred to our designated Leadership Team member. Continual abuse of staff or children would result in that family being excluded from the setting.

- All incidents of racial discrimination will be taken seriously and responded to accordingly.
- All staff are responsible for reporting all incidents of discrimination to the Pre-school Manager who will record all incidents of discrimination.
- Parents will be informed of any incidents of discrimination involving their child and the action being taken.

7. As a setting we encourage all the children to value and respect each other.

- All staff are required to adhere to our Behaviour Policy and Pre-school Rules.
- Strategies used within the setting to promote positive behaviour include Show & Tell, Praising good behaviour, SALLEY, Stickers, Good role modeling, sharing positive behaviour with parents and PALS.
- We manage negative and challenging behaviour by initially talking to the child, Re-directing or refocusing the child. We will consider triggers for challenging behaviour and seek to adjust situations to help children cope within the framework. We may give a child a short time out period to calm the behaviour. We will always communicate with parents where there is an issue with challenging behaviour. Staff team discussions take place where there are

concerns about a particular child's behaviour to ensure consistency.

- The Manager at each session will be responsible for behaviour management. (Refer to Promoting Positive Behaviour in our Managing Behaviour Policy & Procedures.

8. Physical punishment or the threat of physical punishment is not acceptable and will always be challenged.

- Injuries or accidents, e.g. bites, will be recorded and reported to parents.
- Physical risks and incidents: i.e. physical restraint is used ONLY when there is a clear risk of serious harm to self or others. Physical intervention will always be recorded and reported to parents. (See Physical Restraint Guidelines in our Managing Behaviour Policies & Procedures).

## **Supporting children with special needs**

We recognise that children have a wide range of needs which differ from time to time, and will consider what part it can play in meeting these needs as they arise. We have regard for the SEND Code of Practice (2014) on the identification and assessment of special educational needs. We welcome all children and their families/carers and believe that all children should be included and have equal access to all learning opportunities and the setting respects values and supports individual needs.

### **Definition of special educational needs**

We recognise that "a child has a special educational need or disability if he/she has a learning difficulty which calls for special educational provision to be made for him/her" (Code of Practice 2014, P15:xiii). Although we acknowledge that not all children with a disability have a special educational need we have regard for the Disability Discrimination Act (2005) and will make reasonable adjustments to include all children and their families (Equality Act 2010).

### **The Role of the Special Educational Needs Coordinator (SENDCO)**

Our named SENDCO is:

**Name:** Caryn Groom

**Qualifications:** Initial SENDCO training in 2011. To be supported by Claire Trimnell, Pre-school Manager, who has already undertaken the Initial SENDCO training.

**Date appointed:** April 2011

The SENDCO will have overall responsibility for:

1. Information gathering
2. Ensuring clear communication with parents
3. Monitoring and record keeping
4. Liaising with outside agencies
5. Liaising with the local education authority about special educational needs and disabilities
6. Support and be a reference point for colleagues on SEND matters including identifying and working with children with SEND
7. Training

The SENDCO understands and will apply the graduated response system for identifying and assessing children's needs in line with the SEND Code of Practice (2014)

1. It is the SENDCO's responsibility to have read and understood all the information that has been gathered on the child in the form of:

- Day care records
- Records of meetings
- Child profiles
- Health forms
- Pre-visits

2. The SENDCO and/or Manager and/or keyworker after consultation with staff by way of key workers filling in a Concerns Sheet, will inform parents as soon as possible of any concerns regarding their child's development and progress. Provision should be made to arrange a follow-up meeting, which will be arranged as soon as possible to deal sensitively and in confidence by the SENDCO and/or the Manager and/or the keyworker. This is usually at a mutually convenient time. The SENDCO, Manager and keyworker are always available for parents to approach with concerns or for information at the beginning or end of a session. The SENDCO will ensure that accurate records are kept of meetings with parents, outside agencies etc.

3. Our system of observation and record keeping, enables us to monitor a child's needs and progress on an individual basis. The SENDCO will devise a structured programme (SEND Support Plan) for every child with a Special Educational Need and/or disability to ensure the child's needs are met. Where possible, the child's individual views and/or preferences will be obtained and taken into consideration in the setting's provision for their needs. NB. Records will be passed to the next setting with parent's permission.

4. We will, through the parents, welcome contact with outside agencies to enable a sharing of information to facilitate a child's development.

5. We will acknowledge support and liaise with the local education authority as a member of the Early Years and Childcare Development Partnership. The named SENDCO will attend SENDO Liaison meetings termly.

6. The SENDCO will be a support and a reference point for colleagues on all SEND matters including identifying and working with children who have SEND, taking consideration for confidentiality and sensitivity. Staff will always support the SENDCO in her role.

7. The named SENDCO will continue to attend training and feedback information to staff.

The church, Manager and staff will support the SENDCO in her role, who will endeavour to reasonably consider providing for the implications of supporting a child with SEND in terms of resources, materials, individual support, time for meetings etc. Children with SEND will be admitted to pre-school according to our admissions policy (see Information and Records Policy & Procedures) and welfare of all children. In special circumstances and where space allows and following consultations with staff we may admit a child as a priority.

8. Where a child transitions to us from another setting, or transitions to another setting or school from us we will endeavour where necessary to set up extra visits in order to support each child's social and emotional wellbeing.