Special Educational Needs and Disability Policy

We at Pippins & Bramleys Pre-school and Out of School Club are **committed to ensuring every child can achieve the best possible educational and other outcomes** (Early Years Guide to the 0-25 SEND Code of Practice). This policy incorporates the duties outlined in the SEND Code of Conduct 2014 which in turn refers to the Children and Families Act 2014, the Equality Act 2010, and the Working Together to Safeguard Children 2018 guidance.

Information regarding the role of the Special Educational Needs Co-ordinator (SENCO); SEN Stage 1 and 2 and the Education, Health and Care Plan (EHCP) can be found in the Setting SEND file.

4.1 Identification
A child has a special educational need or disability if he or she has an additional need, which calls for special educational provision to be made for him or her. This could be:

a) a significantly greater difficulty in learning than the majority of children of the same age; or
b) a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
c) or where the child would have difficulties outlined in (a) and (b) if special educational provision were not made for the child.

A child must not be regarded as having a difficulty in learning or an additional need solely because the language of the home is different from the language in which he or she is, or will be, taught.

Special educational provision means:

a) for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area

Children might be described as having SEND for many different reasons – a physical disability, a language, communication or interaction difficulty, mental health or emotional difficulty, or cognitive difficulties. For some children this may be a temporary difficulty.

The aim of early identification of SEN is to alleviate individual difficulties so children no longer have such significant needs. SEN is a pragmatic term used to define the steps we are adopting, rather than being used to **'label'** a child.

4.2 Our SEN Policy
Pippins & Bramleys Pre-school and Out of School Club aims to

- ensure that all children, including those with Special Educational Needs and Disabilities, have access to a broad, balanced and purposeful early years curriculum and/or childcare experience.
- educate children with additional needs alongside their peers with reasonable adjustments tailored to the individual

- work in partnership with parents and carers
- develop collaboration with other agencies and professionals, including transfer to the child's next provider of education
- follow the guidelines and principles of the SEND Code of Practise 2014
- keep up to date with training and appoint at least one Special Educational Needs and Disability Co-ordinator (SENDCO)
- regularly review and update our policy and provision
- treat seriously and give careful consideration to any complaints that are brought to our attention with regard to our SEND provision

4.3 Procedure for admission of children with identified needs

- children with identified special needs will be admitted after consultation between parents and staff (and external agencies where applicable) to ensure the child's individual needs are catered for and our provision adapted where necessary
- If necessary, our insurance company will be notified that we have minimised any risks to the child e.g. epipen.
- parents must give the pre-school full written details and instructions regarding the treatment of any health care needs, including the administration of medication
- outside agencies will be called upon for advice and support and the practitioners will undertake specific training if appropriate
- with the parent's permission, the Pre-school Manager and appointed Keyworker may visit the child at home to establish a relationship built on familiarity and trust
- the child's parents or regular carer will stay with their child for the first few sessions to ensure that the child's individual needs are being catered for

4.4 Procedure for assessing the needs of children already attending the setting

- identification and intervention must be addressed as early as possible
- key persons will use their observations of children to record each child's progress and raise any concerns about children's development with the SENDCO
- the SENDCO will make their own observations of the child and discuss their findings with the child's keyworker and Pre-school Manager/Deputy Manager.
- The child's parents will be consulted and their views taken into consideration.
- A SEND Support Plan will be drawn up if appropriate and only with the consent of the parents
- if with additional support the child still does not appear to progress, the involvement of external support services will be considered, in consultation with the child's parents
- for some children it may be necessary to further consider an EHC (Education and Health Care) Plan detailing the best ways to support the child to develop.

The setting *SENDCO's* is currently **Emma Clark**. All staff are encouraged to attend training courses and workshops relating to Special Needs and Equal Opportunities arranged by the Early Years Support Team. Training through other agencies may be undertaken as appropriate.

Regular staff meetings will be held to discuss individual children's progress and needs.

4.5 Speech and Language

We at Pippins and Bramleys Pre-school and Out of School Club aim to ensure that every child is supported in their Communication, Speech and Language. We Understand that Communication and Language is one of the three prime areas in the Early Years Foundation Stage (EYFS) and involves giving children opportunities to:

- experience a rich language environment
- develop their confidence and skills in expressing themselves
- speak and listen in a range of situations.

We aim to support children's Communication, Speech and Language by adhering to the following practise at all times by:

- getting a child's attention and making eye contact (get down to the child's level if necessary)
- modelling good speech and language skills

- speaking clearly and calmly
- using age-appropriate, simple language
- repeating or modelling what the child has said
- repeating sentences back to children, extending what they have said
- describing and commenting on what is happening and what children are doing
- listening carefully when children are talking and being patient so they have plenty of time to respond and find their words

In addition we know the importance of how Speech and language skills underpin many other areas of children's development by:

- providing a strong foundation for other areas of learning, such as reading and writing and enabling access to the whole curriculum
- supporting communication skills
- promoting social skills and forming friendships
- building confidence and self-esteem
- supporting emotional and behavioural development and the ability to self-regulate
- helping children to make sense of the world around them.

The settings Communication Coordinator are **Helen Howden.** All staff will be encouraged to attend training courses and workshop relating to Communication, Speech and Language in order to understand how to support children with Communication difficulties. Regular staff meetings will be held to discuss individual children's progress and needs led by the Communications Coordinator.

A communication Toolkit developed by Local Authority Speech and Language Therapists is used within the setting to assess the five areas of communication and language development:

- Play and Interaction
- Speech Sounds
- Understanding
- Listening and Attention
- Use of Language

Findings of the toolkit will then be shared with the parents and next steps/recommendations will be discussed (this could include a referral to speech and language) we will use this to support our observations.

4.6 Links with outside agencies

At Pippins & Bramleys Pre-school and Out of School Club we have the support of a variety of professionals to give us advice.

These include the Early Years Support Team (EYST), Health Visitors, the Pre-school Learning Alliance and others. Their contact details can be obtained from the Manager.

We have close links with our local schools. Children's information records are shared with the Early Years Co-ordinator/Reception Teacher when children transfer to mainstream school.

4.6 Partnership with Parents

We aim to hold regular meetings with parents to discuss all aspects of their child's development and progress at the setting. Parents' contribution to their child's records is welcomed and encouraged. We will take into careful consideration the parents feelings and wishes when discussing any concerns regarding their child's special needs and our professional concerns. Where necessary help will be sought to share information with parents using an interpreter or sign language.

Where possible the views and wishes of the child will be taken into account too.

Further information is available to parents in the Document section of babysdays, in our Local Offer on our website and in the Parents information file. There are also Pre-School resource books available for use by both practitioners and parents.

This policy was adopted on:.....

Signed on behalf of the setting……..

Date of next review:.....