

**BEETLEY & DISTRICT PRESCHOOL**  
Registered as a Charity Number 1029927  
**SUPPORTING CHILDREN WITH**  
**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

### **Policy Statement**

The staff and committee at Beetley & District Preschool aim to include all children in our setting. We provide an environment and approach which offers partnership and support to the children and their families. We believe that all children should be fully included and receive full access to the Early Years Foundation Stage by involving children, parents and professionals in a working partnership. In accordance with the principles of the Early Years Foundation Stage, we believe no child should be disadvantaged because of their special educational needs or disability

- We have regard to the Special Educational Needs and Disability Code of Practice: 0-25 (2017) and Equalities Act 2010.
- We endeavour to make our provision inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational needs and disabilities (SEND).
- We identify the specific needs of children with special educational needs and disabilities and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary make adjustments.
- We meet the Early Years Foundation Stage, Safeguarding and Welfare Requirements: *"Equal Opportunities: Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities."* (DfE 2017)

We work with the Early Years Foundation Stage (EYFS) key themes and commitments to support all children.

### **Procedures**

We designate a member of staff to be the Special Educational Needs Coordinator (SENCO) and give the name to parents. Our SENCO is Mrs Hollie Durrant.

The SENCO works closely with other colleagues and has responsibility for the day to day operation of our Supporting Children with Special Educational Needs and Disability Policy and for co-ordination of provision for children with SEND.

The SENCO will:

- Ensure all practitioners in the setting understand their responsibilities to children with Special Educational Needs and the setting's approach to identifying and meeting those needs.
- Advise and support colleagues with regards to their key children with SEND.
- Ensure parents are closely involved throughout and that their insights inform staff of what action should be taken by the setting for their child.
- Liaise with professionals or agencies beyond the setting.
- Ensure that our inclusive admissions practice safeguards equality of access and opportunity.
  
- We gather information from parents about their child's progress and development before or when they start at the preschool.
- We monitor and review the progress and development of all children throughout their time

in the pre-school.

- If we identify that a child has SEND, we will work in partnership with the parents to establish the support the child needs.
- We use the graduated approach for identifying, assessing and responding to children's special educational needs.

<p><b>Graduated Approach:</b></p> <p><i><b>Assess</b> –Once a child has been identified as needing SEND support, the child's parents, key worker and setting SENDCO will work together to analyse what those needs are. This assessment will be reviewed regularly to ensure that support is matched to the need. Where there is little or no improvement in the child's progress, more specialist assessments will be called for from a specialist.</i></p>
<p><i><b>Plan</b> -Where SEND support is needed, the parents, key person and SENDCO will decide on the desired outcomes, interventions and support that will be put in place and the expected impact on progress, development or behaviour and set a clear date for review. A Support Plan will be drawn up showing what the child can do and set out specific, measurable, achievable targets.</i></p>
<p><i><b>Do</b> -The key person will remain responsible for working with the child on a daily basis; with the support from the SENDCO they will oversee the implementation of the interventions or programmes agreed as part of the SEND support.</i></p>
<p><i><b>Review</b> – The impact and effectiveness of the support on the child's progress will be reviewed at the agreed date. The parents, key worker and SENDCO will evaluate the impact and quality of support and will agree any changes to the outcomes and support in light of the child's progress and development. Parents will have clear information about the impact of the support provided and be involved in planning the next steps</i></p>
<p><i><b>Child's Voice</b> – At all stages the child's views will be taken into account.</i></p>

- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals to help improve outcomes for children with SEND, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We ensure that children with special educational needs and disabilities are appropriately involved at all stages of the 'graduated approach', taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and disabilities.
- We work with the local authority via 'SEND Local Offer' to ensure information is available locally to parents to ensure they are able to make choices about the right childcare provision for their child with SEND.
- We aim to identify all children that may meet certain criteria, which enables them to attract any additional funding such as EYPP (Early Years Pupil Premium), DAF (Disability Access Fund), SEND Inclusion Fund and also any locally available funding streams with a view to submit a claim/application to ensure support is put in place to improve their outcomes.
- We have systems in place for referring children for further assessment e.g. Family Support Process/Early Help Assessment and Education, Health and Care (EHC) assessment.

Reviewed & adopted on 13/05/2019

- We ensure that all our staff, students and volunteers are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEND.
- We raise awareness of our special education provision via our Local Offer and promotional materials.
- We provide a complaints procedure.
- We monitor and review our policy regularly.

### Guidance

Early Years Foundation Stage Statutory Framework (DfE 2017)

Working Together to Safeguard Children (DfE 2015)

Special Educational Needs and Disability Code of Practice (DfE & DoH 2015)

Equalities Act 2010

### Other Relevant Policies:

- Equality & Diversity
- Looked After Children
- Admissions Policy
- Ethical Information Sharing
- Transitions.

### Definitions:

**Special education needs (SEN)** – *(Taken from Special Educational Needs and Disability code of Practice – 0-25 years 2015)*

- *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
  - *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
  - *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*
- *A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision is not made for them. (Section 20 Children and Families Act 2014).*

**Disabled children and young people** - *(Taken from Special Educational Needs and Disability code of Practice – 0-25 years 2015)*

- *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

**Signed:**

**Chairperson**

**Manager**

**Date:**

**Date for next Review:**