



Welbourn Preschool Special Educational Needs and Disability Policy

Welbourn Preschool is committed to making the setting inclusive and accessible to all children and to make sure that children are able to reach their full potential irrespective of ability, disability, race, gender and social background and to enable equal access to the curriculum in an environment where every child is valued and respected. All children have the right to access the Early Years Foundation Stage and all staff have a duty to meet the needs of all children attending the setting.

We provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice: 0-25 years (statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), DFE 2014, on the early identification and assessment of children who have special educational needs and/or a disability.
www.gov.uk/government/publications/special-educational-needs-send-code-of-practice
- We have in place a clear approach for identifying, responding to, and meeting children's SEN
- We support and involve parents, and where relevant children, actively listening to, acting on their wishes and concerns
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families
- We regularly monitor and review our policy, practice and provision, if necessary, make adjustments

Definition of children with Special Educational Needs (SEND): (SEND Code of Practice 2014)

- Children have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them.
- Children have a learning difficulty or disability if they:
 - a) Have significantly greater difficulty in learning than the majority of children of the same age.
 - b) Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age within the area of the local education authority.
 - c) Are under compulsory school age and fall within definition (a) or (b) above, or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014).

Disabled Children

Many children 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 effect on their ability to carry out normal day to day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairment such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and children with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

We aim to foster an environment where all children are:

- Seen as children first.
- Listened to and the voice of the child is valued.
- Fully accepted and involved in all activities.
- Encouraged and enabled to be as independent as possible.
- Respected where care is of a personal nature.
- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

In order to meet the needs of all children, including those with special educational needs and/or a disability, we consider the following issues:

- Voice of the child.
- Working in partnership with parents/carers and other professionals.
- Access.
- Quality learning opportunities (planned and differentiated).
- Staffing levels - making sure these are adequate to meet a child's needs.
- Training of staff.
- Resources and equipment.
- Challenging stereotypes and promoting positive attitudes amongst all children and staff.
- Individual programmes, monitoring of progress and record keeping.

Welbourn Pre-School will endeavour to ensure that all children are treated with equal care and respect. All children will be encouraged to take part in a range of opportunities and experiences. We will assess the specific needs of every child and take the relevant steps to adapt our facilities and resources to meet the needs of everyone.

Where a member of staff has concerns about the development of a child in one or more areas, this will be discussed with the child's parents/carers in partnership with the SENCo in order to decide on the best way to meet the child's current needs. If appropriate, an individual support plan may be set up for the child, which will be reviewed on a regular basis.

We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress

Welbourn Pre-School will ensure that:

- Reasonable adjustments have been made to the indoor and outdoor environments to promote access to all.
- Staffing arrangements meet the needs of individual children.
- The EYFS two year progress check is carried out. This will enable earlier identification of development needs so that any additional support can be put into place as early as possible.
- Policies are available to parents and are consistent with current legislation.
- Children with special educational needs and disabilities have equality of access to facilities, activities and opportunities.
- Regular liaison is maintained with parents/carers and other professionals.

Support Available – Local Offer

The SEN and Disability Local Offer describe what help, support and services are available for children with special educational needs and disabilities (SEND) and their families in Lincolnshire. The Local Offer provides information about help and support available. Lincolnshire's Family Services Directory (FSD) is the home of The Local Offer and can be found at www.lincolnshire.gov.uk/sendlocaloffer

The role of the Special Educational Needs & Disability Co-ordinator (SENCo)

We have a named Special Educational Needs & Disability Co-ordinator (SENCo). The SENCo is responsible for monitoring the needs and progress of children with SEND. The SENCo will ensure that liaison takes place with parents/carers and with appropriate professionals as well as ensuring that the setting is up to date with current legislation and practice.

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) for the children. Our named SENCO is: **Yvonne Poole**

The SENCo is responsible for:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and disabilities, and the setting's approach to identifying and meeting these needs.
- Advising and supporting colleagues.
- Ensuring parents/carers are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with professionals or agencies beyond the setting.
- Attending meetings in relation to the role of the SENCo.
- Attending appropriate training.

The following members of staff are kept up to date with any changes relating to Special Educational Needs and Disability:

Jo Crosby, Kathryn Barker (Bank) Sandra Whiting (Bank)

Admissions arrangements

All children, including those with identified special educational needs and/or disabilities are admitted to the setting following discussions with parents/carers. We make sure that our inclusive admissions practice ensures equality of access and opportunity.

Partnership with Parents

- We work closely with parents/carers of children with SEN and disabilities to create and maintain a positive partnership and ensure that children with SEN and disabilities are appropriately involved, taking into account their age and level of ability.
- Parents/carers of children with SEN and disabilities will be consulted regularly about the welfare and development of their child and are informed at all stages of the assessment, planning, provision and review of their education.
- We ensure the availability of the key person/SENCo for regular discussions and updates.
- We suggest strategies and activities for the child at home.
- We provide parents/carers with information on sources of independent advice and support.
- We work with outside agencies or professionals in supporting children with special educational needs and disabilities.
- Parents/carers of children with SEN and disabilities are supported effectively and have access to independent information, advice and support.
- We support effective transitions - Transition meetings are arranged well in advance of the transition where plans can be implemented and agreed with parents/carers and the new teachers.
- We ensure that confidentiality between parents/carers, the setting and other agencies will be respected at all times.

We do not contact other professionals about a child without parental consent unless there are concerns about child protection.

This policy has been adopted by Welbourn Preschool

Signed on behalf of the setting by:

Chairperson

Secretary

Date

Review Date

October 2020

October 2021