



Testwood Baptist Church Pre-school

SEND

Please see also: Admissions, Equal Opportunities

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of all children and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting children's individual needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and a member of staff to be the Behaviour Officer and give their names to parents. Our SENCO and Behaviour Officer is Karen Stakesby-Lewis.
- The SENCO works closely with the Pre-school Manager and the other practitioners and has responsibility for the day-to-day support of children with Special Educational Needs and for coordinating the provision for children with SEN.
- We apply SEN support to ensure early identification of children with special educational needs.
- Children with special needs, like all other children, are admitted to the Pre-school after consultation between parents, the Pre-school Manager and any other outside agencies involved and the area INCO, if necessary.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We provide a broad and balanced curriculum which is adjusted to meet individual needs.
- Our building is wheelchair accessible (a temporary ramp of suitable gradient would be required to allow free flow access and independent use of the outside area).
- We ensure that children with special educational needs are given the opportunity to be involved in all activities on offer, taking into account their levels of ability.
- Our system of observation and accessing enables us to monitor children's needs and progress on an individual basis. Where necessary, in consultation with parents, we carefully plan and deliver an Individual Support Plan (ISP).
- All our staff are aware of the Special Needs policy and are fully aware of the procedures for identifying, assessing and making provision for children with Special Needs.
- All Practitioners are under a duty of care to meet the needs of all children in the setting.
- We work closely with the parents of all the children and aim to:
 - Draw upon the knowledge and expertise of parents, to create and maintain a positive partnership in planning provision for their child
 - Share and discuss the child's progress and achievements with the parents
 - Inform the parents of the provision of a Special Educational Needs Co-ordinator and Behaviour officer.
 - Discuss with parents any arrangements regarding the admission and inclusion of children with special educational needs

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- We ensure that parents are informed at all stages of assessment, planning and review.

- If it is felt that a child's needs cannot be met in the Pre-school without additional personnel and/or equipment, we aim for additional funding to ensure that provision is appropriate to the child's needs. In this case a risk assessment will be done in collaboration with any outside agency involved, to look at whether we can meet these needs until additional funding can be obtained.
- If additional adult support is necessary, this will be provided in addition to our normal adult to child ratio.
- We use some of our annual budget for Special Educational Needs training and/or resources, and adjust it as and when appropriate. If additional funding is received, the use of the funding will be agreed with the professional who endorsed the claim.
- We ensure the effectiveness of our SEN provision by discussing children's additional needs and ISP reviews at every staff meeting, with other professionals involved with the children and with the parents, including transfer arrangements to other settings or schools.
- We aim to provide training courses when available in the area of SEN and are kept up to date with developments through in-service training.
- We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs (e.g. Portage, Educational Psychologist, Speech and Language and our Area INCO)
- We provide a complaints procedure.
- We monitor and review our policy regularly.
- Any developmental concerns are logged on the child's record.
- All Practitioners who observe learning, behaviour or interaction that they feel is unexpected in a child should note this using existing observations systems and alert the child's Key worker or the SENCO.
- The keyperson, SENCO and parents assess the child's needs.
- The Area INCO is informed if necessary.
- The parents, keyperson and SENCO work together to draw up an individual Support Plan (ISP) to ensure that the child's needs are met.
- The ISP will be reviewed at least once a term in order to evaluate achievements and review progress.
- Should a child need support from external services (e.g. Area SENCO, educational psychology, speech and language therapy, physiotherapy). Parents/Carers will be consulted and written authority obtained before such support is requested. General support from external services can be sought by the Staff if they feel it would benefit the setting.
- Some children with SEN may need more intensive intervention and may require a Statutory Assessment to be made. This involves consideration by the Local Education Authority, working with parents/carers, Pre-School and other external agencies already involved.
- Statutory Assessment may or may not lead to a EHCP (Education, Health and Care Plan).

Further 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 2014)

This Policy relates to the Safeguarding and Welfare section of the EYFS Statutory Framework.

Agreed by Pre-school Management Team:

Signed:

Date:

Review Date: Autumn 2025

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