

## **Inclusion, Special Educational Needs and Disabilities Policy (SEND)**

### **Aims of Policy**

This policy aims to:

1. Ensure all staff are aware of and understand the graduated response to special educational needs and disabilities as set out in the Special Educational Needs and Disabilities Code of Practice 2014.
2. Ensure that a child with special educational needs or disability attending Pre School receives appropriate support and a suitable curriculum, with opportunities to take part in all activities in the setting. Funding will be sought to endeavour to provide special resources, necessary equipment or additional personnel.
3. Ensure that parents are involved in the identification and support of the special educational needs of their child.

Children with special educational needs or a disability, like all the other children, are admitted to the Pre School after consultation between parents and the Pre School Manager.

We require full disclosure of any medical, dietary, developmental conditions, disabilities or other concerns on the child's registration form. This will enable us to try to ensure we are able to meet your child's needs. Failure to disclose this may mean we are unable to meet your child's needs and therefore the place may have to be withdrawn.

We require full disclosure of any interaction with other agencies such as Health Visitors, Speech and Language Therapists, Paediatricians, Social Services etc upon registration. This will enable us to try to ensure we are able to meet your child's needs. Failure to disclose this may mean we are unable to meet your child's needs and therefore the place may have to be withdrawn.

We reserve the right to refuse or withdraw a place at any point if the needs of your child cannot be met at the Pre School. We will however work with you and Trafford Inclusion Officer to help you find the correct place for your child.

There are 4 key areas that may create barriers to learning:

Communication & Interaction

Cognition & learning

Social, emotional and mental health difficulties

Sensory &/or physical needs

**Procedures for identification and support of a child with special educational needs or disability.**

The SENCO is Asher Sievey, supported by Jemma Lamb.

Key Workers observe and monitor children's progress. Therefore enabling Pre School to plan for and introduce different opportunities and approaches to learning if required.

If a parent raises a concern about their child or a member of staff feels a child has special educational needs, i.e. they are not making appropriate progress despite receiving a differentiated curriculum; the following procedures will be followed:

1. The Key Person will speak to the SENCO about their concern.
2. The Key Person or SENCO will speak to the parent and listen to their views to enable them to build on the child's previous experiences, knowledge, understanding and skills. The parent will also be asked about any health or developmental concerns that might have been noted by the child's health visitor or doctor.
3. The SENCO will contact the area SENCO Yvonne Squires 0161 9124812 for advice when necessary.
4. If the staff and parents agree that the child needs additional support then an Individual Plan (IP) will be devised with the Key Person, parent and child. We will then follow the Graduated Approach Method laid out in the Department for Education SEND Code of Practice to ensure every child receives the best possible care and learning environment.
5. Individual Plans (IP) will include up to three short-term targets with progress criteria, teaching strategies and a review date.
6. A review date will be set when the Key Person, parents and child will discuss the child's progress, reviews will be held at least once a term and these meetings will be recorded using the SEND Review Form which will be included in the child's individual record file.
7. In addition to the scheduled reviews, parents will be encouraged to speak to their child's Key Person regularly.
8. The SENCO will review the progress of children with special educational needs and disabilities each term to ensure appropriate support is given.
9. Using the Graduated Approach Method staff will provide interventions that are additional or different to those provided as part of the group's usual curriculum.
10. If a child does not make adequate progress towards targets the SENCO will seek advice or support for the child from outside specialists, as outlined in the Graduated Approach Method
11. If a child requires statutory assessment or has a statement, the LEA will take the lead in assessing the child's needs and writing a statement of special educational needs, at these stages we will provide evidence of work, Individual Plans and progress made through the Graduated Approach Method
12. Staff will offer support to families and when appropriate advise parents about other agencies who can help and support them during the identification and assessment of their child's SEND. Pre School works in partnership with other

professionals such as Early Years Special Needs Advisor, Sure-Start, Health Visitors, TEDs, SENAS and Speech and Language Therapists.

13. All staff will be made aware of which children have a SEND and staff working with the children will be aware of the strategies and support in place. Staff attend relevant training courses and participate in in-house training regularly.

Dummies and bottles.

Although a dummy or bottle can be a source of comfort or may form part of a child's sleep routine, they can contribute to delayed communication development by inhibiting correct tongue and mouth movement. Therefore we prefer that they are used only for a short time during the session, in order to help a child settle when starting Pre School.

<b>Name</b>	<b>Date read - staff signature</b>
Asher Sievey	
Jemma Lamb	
Paula Sievey	
Jane Clark	
Louise Thompson	
Emma Trickett	