

SEN POLICY

This policy is updated and revised annually with the revised code of practice.

We apply the SEN Code of Practice to ensure that children with Special Educational Needs and their families are welcomed and fully inclusive in all aspects of Pre-school life.

The legal frameworks for this policy include:

- Working Together to Safeguard Children 2013
- Special Educational Needs and Disability Code of Practice 2014
- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- The Statutory Framework for the Early Years Foundation Stage
- Equality Act 2010

We will identify children who give cause for concern as early as possible by observing and assessing the child's stage of development, gathering information, recording progress made, interacting with the child and discussion with parents/carers to ensure they make the maximum progress possible.

We will seek support and advice from parents, external agencies and other relevant professionals to ensure that relevant background information about the children is collected, recorded and updated and that we are offering effective provision and appropriate targets for children with additional needs.

GRADUATED APPROACH CYCLE OF ACTION

We will consult with parents and complete an Early Identification Assessment Summary form to start the cycle of Assess, Plan, Do, Review, to address any learning and development needs. We will implement and record development targets and strategies over a period of time to enable the child to progress.

This will include information about:

- Small steps targets for the child. They will be written as SMART targets: Specific, Measurable, Achievable, Realistic and Timed.
- Strategies to be used

- The provision to be put in place
- Review date
- Outcome of action to be taken
- Set targets in partnership with parents and a review date.
- Record progress with targets and review with parents to decide on next stage of action.

During this cycle it may be considered that a referral may be needed to another professional or specialist. Once a specialist becomes involved we would work with them to write joint targets or shared outcome plans to support the development of the child. All records are kept strictly confidential and used only on a need to know basis. Our records will be updated regularly with the full knowledge and support of parents.

Children with special/additional needs are defined as having a learning difficulty if they have:

- A significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

We will work together with parents as partners, they have unique knowledge and experience to give about their children, and we will value the contribution they make. Parental agreement will always be made before any contact is made with any professional outside our setting.

Parents will always be involved in any discussions made in relation to educational provision and arrangements made to meet their child's needs. Parents will be kept fully informed of their child's progress including any cause for concern. Where necessary we will liaise and work with relevant outside agencies and professionals in order to meet the child's specific needs. We will aim to provide a range of suitable learning opportunities to support structured programmes already in place by other agencies. We welcome any advice, support and involvement from any external agency that may be involved with children in our care.

Advice and guidance could be sought from:

- ISDC Early Years Inclusion Team (previously Portage service)
- Education Preparation unit
- Speech and Language Therapy

- Hearing Support Service
- Visual Impairment Team
- Health Visitors
- Educational Psychology
- Autism Spectrum Education Team.
- The Cycle of the Graduated Approach would then continue.

EDUCATION, HEALTH AND CARE PLANS.

In conjunction with parents we take advice from and follow the agency with regard to making a referral for a formal assessment and procedures relating to the child having an Education, Health and Care plan. During this period of time we would continue to gather evidence and continue to gather evidence and continue to implement targets or outcome plans.

The SENCO will;

- Advise and support other practitioners in the setting.
- Ensure I.E.P's are in place in respect of children with additional needs.
- Promote effective relationships with parents of children with additional needs.
- Ensure the Equality of Opportunity and SEN policies are put into practice.
- Ensure staff understand, are familiar with and follow the practice as stated in this policy.
- Establish a record of SEN and ensure it is kept up to date.
- Act as a link with parents, external and support agencies.
- Promote staff development and ensure appropriate training for SEN/Inclusion.
- Monitor the Equality of Opportunity and SEN policies and regularly evaluate and review.

Liaise regularly with the LA SENCO Team and SEN/Inclusion team members through meetings, courses, on an individual basis and by invitation to the setting when specific advice and support have been requested. The SENCO will attend LA training courses to extend their SEN knowledge and keep up to date with current SEN issues and Code of Practice for their professional development and will address training issues in relation to SEN for other members of staff as appropriate.

Any complaints will be dealt with in accordance with our complaints policy.

We will regularly review and monitor this policy and our practice to ensure that we are fully implementing the policy for Equality of Opportunities and SEN. We will continue to monitor the effectiveness of the policies and update annually or as and when deemed necessary.