

Special Educational Needs and Disability

The Ark at Waddington Preschool is committed to making the setting inclusive and accessible to all and to make sure that children able to reach their full potential. All children have the right to access the Early Years Foundation Stage (EYFS) and all staff have a duty to meet the needs of all children attending the setting.

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 2015, on the early identification and assessment of children who special educational needs and/or a disability.

Definition of a child with Special Educational Needs (SEN): Extract from the SEND Code of practice 2015, page 15-16)

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of others 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 other of the same age in mainstream schools or mainstream post 16 institutions.

xv. For children aged 2 years or more, special educational provision is educational or training provision that is additional or different from that made generally for other children or young people of the same age by mainstream schools, mainstream post 16 institutions or by relevant early years providers. For a child under the age of 2, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special education needs if he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory school age or would do so if special educational provision was not made for them (section 20 Children and Families Act 2014).

Disabled Children and Young People

xviii. 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’. This definition provides a relatively low threshold and include 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 and young people with such conditions do not necessarily have SEN but there is a significant overlap between these with disabled children and those with SEN. Where a disabled child or young person 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 when care is of a personal nature.

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 professionals.
- Access.
- Quality learning opportunities (planned and differentiated).
- Staffing level – 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.

The Ark at Waddington 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 course of action to meet the child's current needs. If appropriate an additional support plan may be set up for the child, which will be reviewed on a regular basis.

The Ark at Waddington will ensure that:

- Reasonable adjustments have been made to the indoor and outdoor environments to promote access for all.
- Staffing arrangements meet the needs of individual children.
- 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.

The role of the Special Educational Needs Co-ordinator (SENCO)

We have a named 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 practise.

Our named SENCO is **Sophie Bush**.

The SENCO is responsible for:

- Ensuring that all practitioners in the setting understand their responsibilities to children with SEN and the settings approach to identifying and meeting SEN.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with professionals or other agencies beyond the setting.

Admission arrangements

All children, including those with identified special educational needs and/or disabilities are admitted to the setting following discussions with parents/carers. Please also see our Admissions and Equal Opportunities policies.

Partnership with parents

The Ark at Waddington recognises that parents/carers are the first educators of their children and our aim is to work in partnership to:

- The child's key carer will be available for informal discussions at the start and end of every session. If you would like a more in-depth discussion (with key carer or SENCO) you can make a specific appointment. If appropriate we may use a daily communication book to share between home and preschool.

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- To support the child’s learning, we may suggest strategies and activities for home to build/reinforce what we have been doing at preschool.
- The Ark at Waddington will ensure that we put our Confidentiality policy into practise and only use and share confidential information when necessary to support the wellbeing of individual children. The setting will not discuss confidential information about children and their families with other parents/carers.
- The Ark at Waddington will endeavour to support effective transitions (please see Transition policy).
- Where appropriate The Ark at Waddington will work with outside agencies and other professionals to support children with special educational needs and disabilities. The setting will not contact other professionals about a child without parental consent unless there concerns about child protection.
- If appropriate, The Ark at Waddington may make parents aware of other organisations or sources of information that may offer support such as parent groups, the Family Service Directory and the Local Offer.

This policy has been adopted by The Ark at Waddington Preschool.



Signed by:	Date:	Review date: