

**Downham Market Children’s Centre**

**Snape Lane**

**Paradise Road**

**Downham Market**

**Norfolk PE38 9JE**

**SPECIAL Educational NEEDS and disabilities POLICY**

The Special Needs Policy has been written in conjunction with the Special Educational Needs and Disabilities Code of Practice 0-25 years a copy of which is available to read at the Preschool or available to download from

<http://foundationyears.us2.list-manage.com/track/click?u=44faaa73d6419d1513179588a&id=111bef50fe&e=5e4f1552de>.

**SENCO**

The Special Educational Needs Co-ordinator (SENCO) at Clackclose Pre-School is Sara Lewis-Bragg.

**Aim**

* To ensure that our service is fully accessible to all children with special educational needs and/or disability and are committed to constantly adapting our setting, the resources, activities and routines to enable us to do this.
* To ensure that all children including those with special educational needs and/or disability attending the setting are fully included.
* To ensure that all those working in the setting have a clear understanding of their responsibilities to ensure every child including those with special educational needs and/or disability can fully participate in Pre-School activities and routines.
* To ensure that Practitioners are well trained in caring for children with special educational needs and/or disabilities.
* To adapt the setting, the resources, activities and routines to accommodate all children with special educational needs and/or disability.
* To enable children to have optimum life chances and enter adulthood successfully.

At Clackclose Pre-School we aim to provide quality learning experiences for all children, learning which is structured, balanced, relevant to the children and related to the real world. All children should feel happy, safe and secure during their time at Pre-School. We aim to create a partnership with parents to support and enhance the development of the child and for each individual child to reach their full potential in all areas of the EYFS.

**Setting Ethos**

Every child will be encouraged to participate fully in Pre-school activities and routines. Practitioners, through planning, will develop strategies to enable all children to do this.

Practitioners will act as role models to promote positive behaviour. They will value and respect all children in the group. We are consistent in the day-to-day care of all our children. We are flexible in our routines to provide a positive environment for your child’s needs, and provide personal care, such as changing nappies respectfully.

**Objectives**

* To identify and provide for children who have special educational needs and/or disability
* To work within the guidance provided in the SEND Code of Practice 2014
* To provide a SENCO who will work to ensure this policy is implemented correctly
* To provide support and advice for all Practitioners working with children with special educational needs and/or disability

**Local Authority Offer**

Following the new Special Educational Needs and Disability Code of Practice 0-25 we are required by law to provide details of our SEND Policy which will form part of Norfolk County Councils Local Offer for learners with special educational needs and disability (SEND). This information is updated annually.

**Inclusion (see also Index for Inclusion)**

We aim to ensure our service is fully accessible to children with special educational needs and/or disability and their families. We are committed to constantly adapting our setting, the resources, activities and routines to enable us to do this.

Our Practitioners are welcoming and friendly, providing an inclusive and positive approach when caring for your child.

Our setting has ramps for easy access, disabled toilets and a private area for changing nappies. We are able to offer a quiet area for distraction free learning, wedge/textured cushions and tactile toys to encourage concentration. Sensory activities and resources.

For parents who do not have English as a first language, we can involve another family member who speaks English or, if possible, arrange for an external interpreter. We can give you details of a local company who will aid you in translating our forms, letters, newsletters etc.

Our environment, resources, displays, labels and signage reflect cultural and ethnic diversity and promote positive stereotypes.

**A Definition of Special Educational Needs**

A child with SEN has a learning difficulty/disability which calls for special educational provision to be in place that is above and beyond what is normally expected. Children may be described as having a special educational need for many reasons such as physical disability, language or communication problems, behaviour or emotional difficulties or delayed development.

Children with English as an additional language are not SEN.

The term special educational needs should not mean a child is different and should not be used as a label.

**Provision Accommodation and Equipment**

The Pre-School operates an equal opportunities policy and hopes to provide a place for all children. Every effort will be made to make Pre-school accessible to children with special educational needs and/or disability. This will include buying or hiring appropriate equipment and adapting activities, the setting or our routine. Practitioners will access specialist advice, support and training, when necessary, to enable them to provide the best possible learning experiences for the children.

**Identifying Special Educational Needs and Additional Needs**

A child may come into Preschool with special educational needs that have been identified by other professionals. Other times Preschool may be the first to be aware of a child's problem.

If you have any concerns about your child’s development, then you should speak to your child’s Key Worker and/or the setting SENCO.

Our Practitioners remain alert to emerging difficulties and will respond early to any concerns they may have.

The development of all children in the setting is monitored in the following ways: -

* Registration Form (completed by parents)
* All About Me Forms (completed by parents)
* Starting Pages (completed by parents)
* 2 Year Check
* Planned Observations
* Spontaneous Observations
* Tracking Sheet
* Learning Story

If a child is giving cause for concern, then the Preschool will talk to the parents and a plan do review cycle will be implemented. The cause for concern will be logged in the Special Needs Register/Inclusion Log. We will gather as much information as possible about the child from the parents including physical and health problems. We will work closely with the child within the Preschool to observe, record and assess their behaviour and performance.

The Preschool will draw up an Intervention Plan (IP) based on the child's area of needs. This is always done in conjunction and with the consent of the parents. We will seek advice, with the parent’s consent, from our Early Years Advisor and where necessary will refer the child to other external specialist for assessment.

**Intervention Plans (IP)**

An Intervention Plan is put in place to show the targets for a particular child. It details how we plan to help the child to meet these targets. It is reviewed regularly to ensure the child is working towards these targets. When the targets are met another IP will be put in place with new targets for the child. IP’s will be adapted to suit the child’s likes and interests.

IP targets are planned monitored and reviewed regularly in conjunction with parents and any professionals involved.

**Involving Specialists**

When a child continues to make less than expected progress, despite evidence-based support and interventions matched to the child’s area of need Practitioners will consider involving appropriate specialists. The decision to involve specialists will be taken in conjunction with the parents.

**Education Health and Care Plan (EHCP)**

Where, despite the setting have taken action to identify assess and meet the special educational needs of the child, the child has not made expected progress the setting should consider requesting an Education Health and Care assessment. The Local Authority will decide whether it is necessary for it to make provision in accordance with EHC Plan.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child or young person to ensure the best possible outcomes for them across education, health and social care and as they get older prepare them for adulthood.

The following people can ask for an EHC needs assessment: -

* The child’s parents
* A person acting on behalf of a school

**Medical Care Plans**

The Pre-school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips.

Practitioners will access any training necessary to provide the best care to include: -

* learning about your child’s condition
* any medication and how it should be administered
* special resources that may help your child
* procedure to be followed in an emergency

A care plan will be put in place for your child to ensure that all Practitioners are aware of your child’s condition, their needs and their role during an emergency

**Medication**

Medication prescribed by a doctor can be administered at Pre-School. Parents will be asked to complete a form stating the last time the medication was administered, the dosage to be given and when. All medication must be in its original packaging, named with details of the child’s name and the dosage to be given. Medicine will be stored in accordance with instructions on the packing in a locked cupboard or fridge.

Any medicine administered during the session will be recorded and the parent will be asked to sign the form upon collection of their child.

**Transition (see also our Transition Policy)**

Home to Pre-School/Setting to Pre-school

Methods

* We invite parents/carers and children to visit the setting to look around and spend time in the setting.
* We hold an Open Afternoon prior to the child’s start date. This gives us the opportunity to get to know both the children and the parents/carers. It also gives the child an opportunity to get to know the surroundings with the support of their parent/carer in a quiet session.
* We collect information from the parents/carers about the child e.g. the things they like, what calms them, what upsets them etc.
* We collect information from the parents/carers about the child e.g. what they are able to do and what they need to learn.
* Parents can stay with their child for the first part, the whole of their first session or first few sessions if they wish.

When a child who has already been identified as having special educational needs and/or a disability is due to start Pre-school, In addition to the above and prior to the child starting Pre-School, we would hold a meeting with the parents in order to find out more detailed information relating to the child’s specific needs, any changes we may need to make, training we need to undertake and to plan any strategy needed to help the child settle into Pre-School.

Pre-School to nursery/school

Methods

* We actively pursue links with other settings, inviting teachers/support staff to visit the children at the setting in the period leading up to the transition.
* When teachers/support staff cannot visit, we offer to meet with them for a professional discussion on the children in our care.
* Before any approaches are made to external bodies, the support and consent of the parents is sought.
* During the final half term at the setting, activities are organised to reflect the transition process, and children are given the opportunity to express any concerns and fears they have. These are discussed within the activities and shared sensitively with parents.
* Where possible children are taken for a visit(s) to their new school/nursery by a practitioner.
* The setting will provide a copy of each child’s records to the parents for them to keep and advise them to show the records to their new setting. Parents will have the opportunity to look at the report and discuss it with their child’s key person.

In addition to the above methods Clackclose Pre-School may also hold a Transition Meeting. All specialist involved with the child, to include paediatrician, health visitor, speech therapist etc, would be invited to attend along with our Early Years Advisor, the child’s parents and representatives from the new school or setting.

This would give everyone the opportunity to discuss what plans need to be put in place, and who is to carry them out, to ensure as smooth a transition as possible for the child into the new school / setting.

**Support for Children and Special Educational Needs and/or Disability and their families**

We support parents and children with additional needs by: -

* Working in partnership with parents, outside agencies eg speech and language therapists, occupational therapists, health visitors etc
* Working with other settings/childminders that the child may attend
* Ensuring Practitioners are well trained in caring for children with additional needs to include training in: -
* ASD
* Makaton
* ADHD
* Speech and language disorders
* Speech and language development
* Step-on (Behaviour management)
* Epilepsy
* EpiPen use
* Having good links with the Early Childhood and Family Support Service
* Implementing various strategies to adapt access to our provision and the opportunities we provide and ensuring that we are inclusive for all children to create a positive and stimulating environment, this includes, but is not limited to: -
* Providing one to one care if necessary
* Using Makaton
* Using visual timetables
* Visual cards to aid communication
* Intervention Plans (IPs)
* Good behaviour reward charts
* Quiet areas

**Communicating with Parents/Carers**

We communicate with parents and carers in the following ways: -

* On a daily basis face to face before or after each session, by telephone or via e-mail. We have a meeting room should parents wish to talk in private
* Open afternoons
* Tapestry
* Questionnaires
* Parents comments book and notice board
* Letters
* Termly Newsletters
* Celebrations and fundraising events
* Through the Committee

**Storing of Information (also see Access to Information Policy and Confidentiality Policy)**

All of our records relating to children are confidential and are stored in a locked filing cabinet. If you would like to see the records stored at Pre-School relating to your child, please speak to a Practitioner. We will always endeavour to ensure you have copies of all documentation relating to your child to include forms, reports and IP’s.

Information held on your child will only be shared with outside agencies with your permission unless it is considered a safeguarding issue. Your child’s records have to be available to Ofsted.

**Key Worker (see also Key Worker Policy)**

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the Practitioners and the setting by providing secure relationships in which children thrive, parents have confidence, Practitioners are committed, and the setting is a happy and dedicated place to attend or work in.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

* We allocate a key person before the child starts.
* The key person is responsible for the induction of the family and for settling the child into our setting. The key person offers unconditional regard for the child and is non-judgemental.
* The key person works with the parents to plan and deliver a personalised plan for the child’s well-being, care and learning.
* The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child’s development with those carers.
* The key person is responsible for developmental records and for sharing information on a regular basis with the child’s parents to keep those records up to date, reflecting the full picture of the child in our setting and at home.
* The key person encourages positive relationships between children in the setting, spending time with them each day.
* In the event of the Key Person not being available parents/carers are able to talk to any other Practitioner.

**SEN Coordinator (SENCO)**

Under the terms of the Code of Practice a SEN Coordinator should be appointed who is responsible for the day-to-day operation of the policy. Our SENCO, Sara Lewis-Bragg, and Deputy SENCO, Jayne Buchan have completed SENCO training.

Our SENCO will: -

* Support parents through the SEN process
* Support Practitioners through the SEN process
* Support your child’s key worker in their role
* Ensure the setting, Practitioners, environment, routines and activities meet the needs of the child.
* Communicate with all Practitioners in the setting to provide consistency and understanding
* Monitor and review IPs
* Liaising with external agencies and, where possible, attending any meetings
* Setting up and maintaining the SEN register
* Source additional training, equipment and resources where necessary
* Provide details of other agencies/teams that may be able to help or support you and your child

**Complaints Procedure (also see Complaints Policy)**

If you have a concern or complaint about our service you should speak to the Pre-School Manager, Jayne Buchan, or the Chair of the Committee, in the first instance. Any further complaints should be put in writing requesting a meeting with the Manager and Chair. If you are not satisfied with their response, you can contact Ofsted on 0300 123 1231. All complaints are recorded.

**Other Relevant Policies**

Other relevant policies are: -

* Settling in/Induction Policy
* Transition Policy
* Equal Opportunities Policy
* Index for Inclusion
* Complaints Procedure
* Access to Information Policy
* Confidentiality Policy

**Key Legislations and Guidance**

The key legislation and guidance that has informed this policy include –

* SEND Code of Practice 0 – 25 (July 2014)
* Equality Act 2010
* EYFS Framework

**Designated Person**

The Pre-School SENCO will be the designated person responsible for this policy. They will be supported in this role by all Practitioners and Committee Members. If the SENCO is unavailable, then the Deputy SENCO will be the Designated Person

The SENCO means whoever is holding that post at the time.

 SENCO/Deputy

2011 – 2012 Sara Lewis-Bragg/Jayne Buchan

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2015 – 2016 Sara Lewis-Bragg/Jayne Buchan

2016 – 2017 Sara Lewis-Bragg/Jayne Buchan

2017 – 2018 Sara Lewis-Bragg/Jayne Buchan

2018 – 2019 Sara Bragg/Sonja Fysh

2019 – 2020 Sara Bragg/Clare Klyn

2020 – 2021 Sara Bragg/Jayne Buchan

2021 – 2022 Sara Bragg/Jayne Buchan

2022 – 2023 Sara Bragg/Jayne Buchan

2023 – 2024 Sara Bragg/Jayne Buchan

2024 – 2025 Sara Bragg/Jayne Buchan

**Review of Policy**

This Policy is reviewed annually or because of any changes in the law. This policy may be updated in line with any changes to other relevant policies.

**Review Date: September 2025**