



**Special Educational Needs**

Special Educational Needs and Disabilities Policy.....2



## Special Educational Needs and Disability Policy

Barrowby Preschool is committed to making the setting inclusive and accessible to all children and to make sure that children are able to reach their full potential. All children have the right to access the Early Years Foundation Stage and all staff have a duty to meet the needs of all children attending their 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 2014, on the early identification and assessment of children who have special educational needs and / or a disability.

### Definition of children with Special Educational Needs (SEN):

(Extracts from the SEND Code of Practice 2014; page 4)

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

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

Has a significantly greater difficulty in learning than the majority of others of 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 others 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 to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post 16 institutions or by relevant early years providers. For a child under 2 years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational 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 includes 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 disabled children and young people 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 levels – making sure All children are inclusive.

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.

Barrowby Preschool 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 parent/carers in partnership with the SENDCo in order to decide on the best way 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.

**Barrowby Preschool 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 and disability Co-ordinator (SENDCo)**

We have a named Special Educational Needs Co-ordinator (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 practice.

Our named SENDCo is **Marj Spendlow**

The SENDCo is responsible for:

Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's 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.

Managing individual children and liaise with parents, regarding additional support for all children.



Put in place ASAP if needed.

Liaising with professionals or agencies beyond the setting

The following members of staff have had special educational needs and disability training: **Marj Spendlow**

**Admissions arrangements:**

All children, including those with identified special educational needs and or disabilities are admitted to the setting following discussions with parents/carers.

**Partnership with parents**

Barrowby Preschool will:

Ensure that the Key Person and SENDCo are available for regular discussions

Work with parents to suggest strategies and activities to use at home if necessary

Provide information on other support services and how to access these

Work with outside agencies and professionals to support children with special educational needs and disabilities further

Work with schools to ensure effective transition

We do not contact other professionals about a child without parental consent unless there are concerns about child protection.

This policy has been adopted by Barrowby Preschool

Signed on behalf of the setting by:

.....Manager

Date: 01/09/2024

Review Date: June 2025