

BRANSTON PRE-SCHOOL CENTRE

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Statement of intent

Our Pre-School provides an environment in which all children are supported to reach their full potential. Our Admissions Policy states that we welcome all individuals regardless of their gender, background, religious belief, ethnicity, special education needs or disabilities. We will openly discuss our facilities and staffing knowledge to all prospective parents and where possible meet their family needs. Our premises are easily accessible and all areas are on one level.

Legislation

The Special Educational Needs and Disabilities Regulations 2014

The Children and Families Act 2014

The Equality Act 2010

The Childcare Act 2006

Aims

- We aim to provide a broad and balanced curriculum for every child following the Early Years Foundation Stage (EYFS), taking into account the child's interests and will be integrated into our daily routine. All children are valued equally and are provided with suitable opportunities to develop their maximum potential and they are encouraged, whenever possible, to participate in all of the activities to the best of their individual ability.
- Children are identified and assessed in accordance with the DfES 'Code of Practice' for Special Educational and Disability Needs (SEND) (located in the foyer).
- We try to ensure that our physical environment (where possible) is suitable for children with disabilities.
- Activities are differentiated when deemed necessary and choices given to meet all needs (where possible).
- We regularly monitor, review and evaluate our practice and provision, making adjustments (if necessary).

Identification

A child is identified (as early as possible) as having a special education/physical need if he or she:

- Has significantly greater difficulty in learning than the majority of the children of the same age.
- Has a disability either which prevents or hinders the child from making use of the educational facilities provided for children of the same age.
- Falls within either of the above criteria or would do so if special educational provision was not made for them.

(See attached Appendix 1)

Methods

- Branston Pre-School has appointed Special Educational Needs and Disabilities Co-ordinator (SEND CO) - KELLY LOCKE
- The SEND Co-ordinator is responsible for monitoring the needs and progress of children who have been identified with SEND through observation and record keeping. Targeted Plans are written for children with SEND and are to be updated at least 3 times per year with parents.
- The SEND Co-ordinator liaises with the Keyworker and works in partnership with the parents of the child together with any relevant agencies (some of which are listed below). Parents are informed and their views are taken into account at all stages of assessment planning, provision and reviewing of their child's education.
- We ensure that our SEND Co-ordinator attends the SEND cluster meetings.
- There is shared responsibility for identifying and assessing individual pupil's needs, planning and putting into practice schemes of works that meet the full range of pupil's abilities.
- Parents are provided with information on sources of independent advice and support (local support website details on notice board in foyer).
- The Pre-School will liaise with other professionals involved with children and their families, including transitions to other settings/schools and e.g.: Early Years Area SENCO, Speech and Language Therapist, Health Visitors, Paediatricians, Physiotherapists etc. or any professional deemed necessary.

- The Pre-School will ensure the privacy of children with SEND when providing any personal care as indeed is the case with every child in our care.
- In-service training will be provided for all staff members and volunteers to ensure that current good practice is in place.