Safeguarding and Welfare Requirement: Special Educational Needs

3.61 Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice64. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO. Childminders are encouraged to identify a person to act as a SENCO and childminders who are registered with a childminder agency or who are part of a network may wish to share the role between them.

(EYFS 2021)

TEMPLEGATE TINY TOTS PRE-SCHOOL SPECIAL EDUCATIONAL NEEDS AND

DISABILITY (SEND) POLICY

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We welcome all children and are committed to eliminating discrimination and encouraging diversity and inclusion amongst our staff, families and children. Inclusion is meant in the widest sense. In line with the Equalities Act 2010, *no* child will be refused admission to pre-school on the basis of his or her needs or ethnicity. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups and any other diverse cultural groups. It also includes those with English as an additional language, Children in Public Care (looked After Children) and those with specific medical needs. We endeavour to make sure that we provide appropriate provision to enhance the setting and cater for the needs of all children enabling them to enjoy a full part in the daily life at the setting.

At Templegate Tiny Tots Pre-school we are guided in our policy and provision for children with Special Educational Needs and Disability (SEND) by the same principles which underpin our objectives for all children in the school.

Through our shared values, we aim to ensure that our theory and practice concerning all pupils with special educational needs and disability are addressed.

* We aim to ensure that difficulties are identified early so that we can address concerns at the earliest opportunity.
* We work in partnership with parents, carers and children, the Local Authority and other outside agencies.
* We support the professional development of all staff to enable them to identify, support, assess, do, review and provide for the needs of all children with SEND – whether or not they have an Education and Health Care Plan.

Aims

The aims of the Special Educational Needs and Disability Policy and practice at Templegate Tiny Tots Pre-school are:

* To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information.
* To ensure that children with SEN engage in the activities in the setting alongside others who do not have SEN.
* To reduce barriers to progress by embedding the principles in the Statuary Framework for the Early Years Foundation Stage (2021) relating to Special Educational Needs (3.68)
* To use all our knowledge to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction

2. Cognition and learning

3. Social, mental and emotional health

4. Sensory/physical

* To support pupils with medical conditions to achieve full inclusion in all nursery school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
* To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-team approach to meeting the needs of all children.

All Children and families will be helped and encouraged to develop their full potential. The talents and resources of the setting (including signposting to appropriate agencies) will be fully utilised to maximise enabling environments and early intervention and support. Templegate Tiny Tots Pre-school is committed to following the recommendations and guidelines of:

* SEND Code of Practice and Disability act 2010.
* The Special Educational Needs and Disability Regulations 2014
* Equality Act 2010: advice for schools DfE Feb 2013
* Disability Discrimination Act 2005
* SEND Code of Practice 0 – 25 (July 2014)
* Statutory Guidance on Supporting pupils at school with medical conditions April 2014
* The Early Year’s Foundation stage curriculum 2021.
* The Children's and Families Act 2014

We have regard to the definition of SEN stated in the SEND Code of Practice 2014:

xiii. 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.

xv. For children aged two 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 two 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).

The Code of Practice specifies:

5.4 Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

5.5 All those who work with young children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child’s development. They should also listen to and address any concerns raised by children themselves.

Identifying Special Educational Needs:

The first step in responding to children that have or may have SEN is high quality, differentiated teaching. If children are not making adequate progress even though adjustments and good quality personalised teaching are being carried out, children can be identified as having SEN. Staff use their professional skills of observation and their understanding of child development to monitor all children within the setting, in order to begin to identify children who may have SEN. We use a graduated approach with four stages of action: assess, plan, do and review.

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child’s area of need, we will consider involving appropriate specialists, for example, health visitors, speech and language therapists or educational psychologists.

Supporting Pupils and Families:

Relationships are built with parents to promote trust so they feel more comfortable in disclosing and discussing sensitive issues.

We will listen to parents concerns about a child’s behaviour in their home environment. We will refer children to the appropriate service, for assessment or support, if a parent has significant concerns. Parents can find out more information about Special Educational Needs and Disability via the Local Authority Local Offer.

Our admission arrangements can be found via our website - We respond to admission requests in line with the Admissions Policy. No child will be refused a place because he/she has SEN.

We respect and aim to meet the differing needs that parents may have themselves, e.g. the need for an interpreter, signer, reader. Parents/carers are consulted at every level of intervention and we encourage them to share information about their child and to be involved.

Supporting Children at School with Medical Conditions:

* The Pre-school has a duty under the Children and Families Act 2014 to support children with medical conditions in school so that they have full access to education including school trips and physical development.
* Children with complex medical needs such as those at risk of allergic reactions, epilepsy, diabetes etc. will have a Health Care Plan drawn up by consultation with parents and nursery.
* The majority of staff members are First Aid trained and this training is updated regularly. There are always qualified first aiders in school.

Storing and Managing Information

* The storage of SEN information is kept in a locked cupboard within the school.
* Documents regarding individual children will be shredded once they are not needed
* The safe storage of documents, sit in line with our confidentiality and storing information
* policy.
* Accessibility - Templegate Tiny Tots is on one level and the entrance is via a ramp. Access is also available through Whitkirk Primary School.
* Pictures are made for children to use with PECs from both photos and symbols depending on the needs of the child.
* Visual Timetables are in place for children who need them.
* We are always happy to discuss individual access requirements when necessary.
* We seek support from the local authority for translation purposes for families with English as an additional language who may require this service.

Dealing with Complaints

* Through working with parents in addressing the needs of children with special educational needs, it is hoped to minimise cause for complaint.
* In such cases the staff should refer a parent to the SENCo, or refer to setting manager (Tori Pattison) if that seems more appropriate.
* Complaints are dealt with in line with the Pre-school complaints procedure. If a parent has a concern about the Education and Health Care Plan process, the SENCo will liaise with the Assessment and Monitoring Team in collaboration with the parents.

Senco Responsibilities

The Senco will work closely with the manager and other key persons and has responsibility for the day to day operation of the settings SEN policy and for co-ordinating provision for children with SEN. They are 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

* liaising with professionals or agencies beyond the setting

Key Persons Responsibilities

All key persons should be fully aware of identifying children who may have SEN and fully liaise with the Senco in assessing and making provision for their needs.

Transition:

We endeavour to work closely with local schools in order to provide a smooth transition for our children into school and to share good practice. We liaise closely with local schools and where possible try to arrange supporting visits. Where a child has been identified as needing additional visits, these are arranged in consultation with the parent and school. Where children have more complex needs, the feeder schools are given information in advance, with the parents permission, so that provision can be made in the schools budget. They will be invited to review meetings along with outside agencies involved so that their input can be included.

**Our named SENCO, Tori Pattison is available -**

Monday-Friday 9am- 3pm

This policy was signed on behalf of the preschool – T Pattison (Preschool Manager)