

**Orleton Pre-school**

**Special Educational Needs Policy**

**Policy statement**

At Orleton Pre-school we work with children, parents and the wider community to ensure equality of opportunity and to support children with learning difficulties and disabilities to enable them to reach their full potential.

**At Orleton Pre-school our aim is to:**

Work in a safe and supportive environment alongside parents to nurture personal, social and emotional development through providing inclusive quality care and stimulating activities for children to learn through play.

At Orleton Pre-school all information regarding SEN is filed in the office. Confidential records are locked in the filing cabinet in the office.

At Orleton Pre-school we have due regard for the Special Educational Needs and Disability Code of Practice 0-25 years (2014), (statutory guidance). We ensure that our provision is inclusive to all children with SEN, as outlined in our prospectus and in our welcome pack.

We support parents by working in partnership with them, and other agencies, and children with SEN by identifying the specific needs of children with SEN, and meet those needs through a range of strategies as detailed below. Appropriate advice and support from outside agencies is sought as necessary to ensure that these needs are met.

We monitor and review our policy, practice and provision and, if necessary, make appropriate adjustments.

**Procedures**

At Orleton Pre-school, we designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO). Parents and carers are made aware of the name of our SENCO.

Our SENCO is Tara Morris

**Role of the SENCO (job description)**

To understand the Special Educational Needs and Disability Code of Practice 0-25 years (2014), attend relevant training and support staff in identifying children with SEN.

To raise individual education plans (IEP’s), monitor and review children’s progress and communicate this information to staff.

To involve children where appropriate in decisions about their play plans.

To work in partnership to support parents, providing clear progress information and opportunities for regular discussion and give sources of independent advice.

To ensure that confidentiality is upheld for families with children identified as having special needs.

To initiate action with other agencies as appropriate and maintain accurate records of children who hold an Education, Health and Care Plan, ensuring that they have equality of opportunity.

To recognise when a child’s needs are complex enough to warrant the local authority carrying out Education, Health and Care Assessment, possibly leading to an Education, Health and Care Plan (EHC),where education, health and social services combine to support a child’s complex needs.

To review procedures and update the Special Needs Policy in accordance with current legislation.

Our inclusive admissions practice ensures equality of access and opportunity.

We use guidance provided by the Early Years Inclusion Team at Herefordshire Council for identifying, assessing and responding to children’s SEN.

**Prior to admission**

The Manager will discuss children’s individual needs (confidentially) with carers, arrange a visit to Pre-school, may arrange a home visit, and may meet with other professionals. A Key Person with appropriate skills/experience will be allocated to the child. If no staff-member has appropriate training to be able to meet the child’s needs, training will be accessed accordingly.

The SENCO will raise an IEP if learning difficulties have already been identified, and all staff made aware of any child’s special requirements.

Staff rotas may be adjusted to increase staff: child ratios and one-to-one support (volunteer/specialist) arranged as necessary.

Inclusion grant application completed if extra funding required.

We provide parents with information on sources of independent advice and support such as Information, Advice and Support Services Network (formerly Parent Partnership Scheme) – <http://www.iassnetwork.org.uk>

Parents hold key information about their child and have a critical role to play in their education. It is vital to identify difficulties early, collate evidence and communicate this clearly and sensitively to carers.

 The Key Person is the staff-member who co-ordinates information about the child’s individual needs and progress and shares this with parents to maintain consistency and continuity of care. It is important to acknowledge all of the child’s strengths and preferences during discussions with carers so that this can be taken into account by the SENCO when raising an IEP for further achievement. Parents are involved in the child’s IEP at all stages so that tasks can be undertaken both at Pre-school and home.

At Orleton Pre-school we provide a broad, balanced and differentiated curriculum for all children with SEN.

**Facilities**

Our setting is on one level with wheelchair ramp access available. There is a large disabled toilet and appropriate changing facilities. A quiet area is always available and rooms are fitted with blinds, which can be drawn to prevent sunlight glare. Chairs and tables of different sizes and heights can be made available. The adjacent outdoor play area is also accessible to wheelchair users.

**Learning Environment**

We arrange furniture, lay out equipment and use the space in our setting so that all children have maximum independence, and are comfortable and safe in their play and learning. Doorways are kept free from obstructions, and any toys/resources dropped where they are likely to cause a hazard are tidied away or moved to a more appropriate area.

**Resources**

Activities at Orleton Pre-school are differentiated in order to meet each child’s individual needs. Should specialist equipment be required, parents may wish to supply this from home, or we may order equipment from specialist catalogues. At Pre-school, we promote positive images of a range of cultures, race and disabilities in our books, displays, jigsaws, small-world toys and role-play resources.

**Curriculum**

At Orleton Pre-school we believe that children’s needs are best met with a mixture of both adult and child-led activities, which will include free choice of a wide range of equipment and resources. There will also be a balance of stimulating and calm activities, and free (supervised) access to the outdoors. A flexible routine allows children to develop a sense of time, stability and familiarity, whilst also allowing for unplanned (but valuable)

Events to occur.

**Inclusion**

At Orleton Pre-school we understand that different methods may be required to enable children to make choices and express their feelings in our setting. With this in mind, we provide opportunities for all children to communicate in whatever way they are comfortable, using strategies such as picture boards and signing where appropriate to support children’s needs.

Key People play an important role in recognising the best ways to support children whose communication is limited, or who have other difficulties, to ensure that all can participate in all aspects of the group’s provision.

We use a system of Individual Education Plans (IEPs) for children with SEN which enable us to set achievable targets for each child. Steps must be measurable and achievable and are reviewed termly. Parents are included in deciding upon, and supporting their child in making progress through their IEP. IEPs are reviewed half termly to ensure they are meeting the needs of the children.

We work closely with other agencies, as appropriate, to support children who have a Common Assessment Framework in place, keeping and sharing (appropriately) records about the child’s development as required. We may also initiate a CAF should we believe a child has certain vulnerabilities, referring to the Hereford Levels of Need Threshold leaflet for guidance, or contacting Herefordshire MASH (Multi-Agency Safeguarding Hub) for advice. Tel: 01432 260800 Main contacts: Anne-Marie Kemp or Liz Anstey

We have strong links with Orleton Primary School, aiding transitions to school, and familiarisation with both the environment and staff. We also welcome visits from future teachers/assistants to our setting to further support these transitions.

Parents/carers are made aware of any specialisms the staff in the setting have such as signing, with staff training details displayed in the entranceway. We also provide in-house training for parents, practitioners and volunteers when necessary.

We ensure the effectiveness of our SEN provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency’s views, inspections and complaints. This information is collated, evaluated and reviewed annually. We provide a complaints procedure. We monitor and review our policy annually.

**Legal Framework**

Special educational needs code of practice 0-25 years (2014) – statutory guidance

The Equality Act (2010)

**Further guidance**

Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs

(2010)

The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)

The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2009)

This policy was adopted at a meeting of Orleton Pre-school dated ……………………………………….

Date to be reviewed ……………………………………….

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of signatory \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role of Signatory \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of signatory \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role of Signatory \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Staff-member please sign below to confirm that you have read and understood the policy, and are up-to-date with any changes.**

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| **Staff Name** | **Job Title** | **Signature & Date** |
| **Tara Morris** | **Manager** |  |
| **Polly Smith** | **Deputy Manager** |  |
| **Vicky Thomas** | **Assistant** |  |
| **Sandra Thomas** | **Assistant** |  |
| **Debbie Moran**  | **Trainee Assistant**  |  |
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