

## **St Barnabas Pre-School Special Educational Needs & Disability Policy.**

### **Policy Statement**

St Barnabas Pre-School welcomes all children whatever their individual needs, our pre-school is an inclusive setting focusing on inclusive practice and removing barriers to learning.

We strongly believe that all children have a right to a broad and balanced curriculum that enables them to:

- Achieve the best possible educational and other outcomes
- Become confident young children
- Develop a growing ability to communicate their own views
- Be ready to make the transition into compulsory education.

In order to achieve this, we work closely with parents/carers and outside agencies where necessary.

### **Policy Procedure**

#### **Admission**

When a parent/carer first makes contact with the St Barnabas Pre-School, we will try to ascertain if a child has any SEND, we will then work with them and any outside agencies that they may have contact with, to ensure that the child has a smooth transition in to St Barnabas Pre-School. The transition will be led by the setting's SENCO and may include:

- Meetings with parent
- Meetings with professionals involved
- Consulting with Area SENCO
- The child attending additional settling in sessions to get to know the staff and the environment
- Accessing medical and therapy reports

#### **How we support children with Special educational needs or disabilities:**

St Barnabas Pre-School designated Special Educational Needs Co-ordinator (SENCO) is Wendy MacMillan. Our SENCO holds a Level 3 Accredited Special Educational Needs Provision qualification and regularly attends training in relation to specific needs alongside SENCO networks.

The SENCO's role is to:

- Assist in identifying any difficulties a child may have
- Help plan approaches and strategies
- Keep parents/carers in touch with progress on a regular basis (this can be done at formal or informal meetings)
- Review the SEND policy each year
- Be aware of new legislation
- Liaise with outside agencies and professional
- Support the key person of children with SEND to meet the child's needs

- Support the key person of children with SEND to access training to support the child
- Support the child's key person to write, implement and review Individual Education Plans (IEPs), alongside the child's key person
- Keep up to date records
- Complete SEND paperwork as required

### **Identifying and responding to SEND.**

The benefits of early identification are widely recognised, and St Barnabas Pre-School is committed to identifying need at the earliest point, in order to make effective provision and enable the best long-term outcomes for children.

To aid early identification every child who attends St Barnabas Pre-School will be allocated a key person who will:

- Regularly observe the child's progress comparing them to the prime and specific areas of the EYFS Development Matters
- Record the child's progress and share it with parents/carers on a regular basis
- Report to the SENCO any child who appears to be behind expected levels, or where a child's progress gives cause for concern

St Barnabas Pre-School takes close account of its duties under the Equality Act 2010. We make reasonable adjustments, including the provision of additional staff support for disabled children to prevent them being put at substantial disadvantage.

A delay in learning and development in the early years may or may not indicate that a child has SEND. Difficult or withdrawn behaviour does not necessarily mean that a child has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as circumstances within the family or home life that may be contributing to the presenting behaviour so that appropriate support can be offered following St Barnabas Pre-School's Safeguarding Policy.

St Barnabas Pre-School plans provisions to meet the four broad areas of need. We recognise that individual children often have needs that span all these areas and that their needs may change over time.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

### **We endeavour to provide an inclusive environment by:**

Considering all the information about the child's learning and development from

- within the setting
- Beyond the setting,
- Formal checks
- Practitioner observations
- Detailed assessment of the child's needs

- Acquiring specialist advice
- Discussion with parents
- Planning and providing continuous provision that also contain approaches and activities that ensure the progress of these children who have SEND.
- Differentiating our activities so they are achievable by all children and that all children experience success and gain confidence.
- Adapting our materials and teaching styles to deliver our learning
- Monitoring how each child with SEND explores and learns, through the key person approach

### **Support for children with SEND:**

St Barnabas Pre-School ensures the provision for children with SEND:

- Is based on an understanding of their particular strengths
- Uses well-evidenced interventions targeted at areas of difficulty
- Where necessary, specialist equipment or software is acquired
- Helps them to overcome barriers to learning and participation
- Considers the individual family's needs and the best ways to support them

For children with concerns or identified SEN or disability the SENCO and child's key person will develop a targeted plan to support the child, normally in the form of regular written Individual Education Plans (IEP).

The IEP aims to:

- Describe the activities and strategies intended to address any issues or concerns
- Support the child in making good progress
- Specify where additional support might be needed
- Review the effectiveness of interventions

This will include the robust use of the 'assess, plan, do, review cycle'.

### **Graduated response.**

St Barnabas Pre-School follows a graduated response as set out in Bournemouth, Poole and Christchurch Council's guidance:

1. Support within the setting: personalised support, differentiated approaches, IEPs, rigorous observations, close liaison with family, implementation of support strategies.
2. SEND Support: Where support in setting have not been sufficient to meet the child's needs and they now require more focused, targeted support, they will be identified as having SEND. In house support will continue alongside the SENCO implementing additional support from the Area SENCO.
3. Partnership Plus: More specialist advice is sought, and the advice is implemented and reviewed.
4. Statutory, Education, Health and Care Plan (EHCP): When a child's needs are complex, severe and long term and an education provider cannot meet their needs from within their own resources, and they have exhausted all SEN support options, a statutory assessment of the child's needs will be undertaken. The SENCO will work with other professionals to complete an EHCP assessment.