



Special Educational Needs & Disabilities Policy

Scotter Pre-School/OOSC is committed to making our 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 the Early Years Foundation Stage and all staff have a duty to meet the needs of all the children attending the setting.

We have regard for the Special Educational Needs & Disabilities (SEND) Code of Practice (DfES 2014) on the early identification and assessment of children with special educational needs. We have adopted the Early Years Action and Early Years Action Plus model as outlined in the SEND Code of Practice.

Definition of children with Special Educational Needs & Disabilities (SEND):

“A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them”

A child has a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children of the same age.

Or

Have a disability, which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the local educational authority.

Or

Are under five and fall within either of the two definitions above or would do if special educational provision was not made for that child. (Education Act 1996)

We aim to foster an environment where all children are:

- Seen as children first
- Fully accepted and involved in all activities
- Encouraged and enabled to be as independent as possible
- Respected when care is of a private nature

In order to meet the needs of all children, including those with SEN, we consider the following issues:

- Access to our setting
- Training of staff
- Resources and equipment
- Challenging stereotypes and promoting positive attitudes amongst all children and staff.
- Individual programme, monitoring of progress and record keeping.
- The environment is suitable for disabled children and those with SEN
- Staffing arrangements meet the needs of individual children;
- Our written policy is available to parents and is consistent with current legislation;
- Children with special educational needs and disabilities have equality of access to facilities, activities and opportunities;
- Regular liaison takes place with parents and other professionals about the need for special equipment/services for children.

Scotter Pre-School/OOSC will endeavour to ensure that all children are treated with equal concern and respect and encouraged to take part in the activities that are provided. We will assess the specific needs of every child and take the relevant steps to adapt our facilities.

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 order to decide on the best way to meet the child's current needs. If appropriate, outer agencies may be contacted after gaining parent/carers permission to support the child, Scotter Preschool/OOSC staff and families. An individual programme may be set up for the child, which will be reviewed on a regular basis with parents/carers.

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

The role of the Special Educational Needs & Disabilities Coordinator (SENDCO)

We have named Special Educational Needs Coordinators. The SENCO is responsible for monitoring the needs and progress of children with SEND. The SENDCO 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 Maxine Bennett.

The SENDCO is responsible for:

- Ensuring that staff members are aware of the procedure if they have a concern about a child.
- Attending appropriate training and sharing this with the staff group;
- Coordinating the provision for children with SEND within the setting.

- Liaising with key persons, parents and other agencies about the needs of the child regularly. This may include attending meetings, other professionals visiting the setting, telephone conversations.
- The SENDCO will make arrangements, alongside the child's key person and parents/carers, when a child with SEND is transitioning to another setting/school. This may include setting up a series of visits for the child, sharing of information to new setting/school.

Family support:

- All children, including those with identified SEND are admitted to the setting following discussions with parents/carers.
- Child's key person and SENDCO will regularly liaise with parents/carers using a method to suit the family needs. This will ensure needs of the child are identified and met both in the setting and at home.
- The key person and SENDCO will regularly share information about activities/strategies used in the setting and how they can also be used at home. Also parents can share knowledge they have gained from professionals or support groups.
- If it is identified the child may benefit from other support services this will be discussed with parents and permission will be sought before the setting contacts any other agencies.

This policy has been approved and adopted by Scotter Preschool/OOSC.

Date written:.....Date to be reviewed:.....

Signed;

Chairperson:..... Date:.....

Preschool
Manager:..... Date:.....

OOSC
Supervisor:..... Date:.....