

## 9.2 SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

### Definition of Special Educational Needs (SEN)

A child in the Early Years Foundation Stage (EYFS) has SEN if he/she:

- has a significantly greater difficulty in learning than other children of the same age, or
- has a disability which prevents or hinders the child from accessing the provision provider for other children of the same age

In accordance with the Equality Act of 2010 Teddy Bears Pre-school will not, directly or indirectly, discriminate against, harass or victimise SEN and disabled children.

We will make all reasonable adjustments, including the provision of auxiliary aids and services, to ensure that SEN and disabled children are not at a substantial disadvantage to their peers.

The SEN definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Whilst children with such conditions do not necessarily have SEN there can be significant overlap of additional requirements for them to be covered by this policy.

Reference:

Sections xiv,xiii and xix of SEND Code of Practice June 2014

### Principles

Teddy Bears Pre-school is dedicated to raising the achievement of all children attending the setting, taking into account individual needs, and enabling them to reach their full potential and become confident young children with a growing ability to make the transition into compulsory education.

All our staff are trained to work with children with SEN and have a responsibility to meet their needs. They are advised and supported in their work by the Manager and the Special Educational Needs Co-ordinator (SENCO). Our aim is that all children will be fully integrated into the life of the pre-school.

### Objectives

- To identify and monitor each child's individual needs from the earliest stage so that achievement can be raised through appropriate provision and care.
- To ensure that provision matches needs, takes account of the wishes of parents and includes discussion with the child.
- To ensure that all staff are working to identify, support and deliver the curriculum to children with SEN.

- When needed, to work in close partnership with outside agencies to support the needs and provision for children with SEN.

## **Roles and Responsibilities**

The Committee and Manager will ensure that all legally required Policies and Procedures are in place and utilized. Our Special Educational Needs Co-coordinator (SENCO) is Sarah Phillips.

The SENCO is responsible for

- Working with the Committee and Manager to ensure the pre-school meets its responsibilities under the Equality Act (2010), with regard to reasonable adjustments and access requirements.
- Ensuring the records of all children with SEN are kept up to date.
- Overseeing the day-to-day operation of the SEN Policy.
- Coordinating provision for children with SEN.
- Liaising with the relevant Key Worker.
- Advising on the graduated approach to providing SEN support.
- Advising the Manager and Committee on the deployment of budget and other resources to meet SEN children's needs effectively.
- Being the key point of contact for all external agencies, including the Local Authority and its supporting services.
- Liaising with the Key Worker and parents/carers of pupils with SEN in contact with Health and Social Care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a smooth transition in planned.

The Key Workers will ensure that children and parents/carers are actively supported in the setting. They will take into account all information and opinions received from the parents/carers and child (according to age, maturity and capability). The Key Worker will ensure the child's progress is monitored from the earliest stages and will discuss all developmental concerns with the parents and the SENCO. They will liaise with the SENCO to regularly review and evaluate the provision offered to children with SEN.

## **Identification and Assessment**

Teddy Bears Preschool participates in West Berkshire Council's 'Look What I Can Do' observation and record scheme which enabled each child's Key Worker to observe and assess developmental progress (includes the 2 year old progress check). Where a child is not reaching key developmental mile stones at expected ages the Key Worker will discuss concerns with the parents and SENCO. This may lead to further observation and assessment being undertaken, the involvement of outside specialists and the provision of SEN Support for the child.

Where a child's level of need is either so complex or so severe as to require further action the Local Authority will issue an Education Health and Care Plan (EHCP). This is monitored annually by the Local Authority via the Annual Review. A special Education Needs and Disabilities (SEND) Lead Worker will be allocated by the local authority giving the child and family a single point of contact for the duration of the EHCP.

### **Training**

Staff receive training on working with SEN children. Staff are encouraged for ongoing development, including updates from the SENCO and training with West Berkshire Council.

### **Links with Parents**

Teddy Bears Pre-school ensure that parents/carers are involved in all stages of the Observation and Assessment process and proposed interventions designed to support their child's learning and development.

Parents are actively encouraged to be in constant contact with their Key Worker which facilitates the discussion of concerns from either party. The SENCO is also available at any time convenient to the parent.

### **Complaints Procedure**

Parents/carers dissatisfied with an aspect of the SEN provision should first seek to discuss it with the SENCO. If concerns remain the parent/carer should contact the Manager/Deputy Manager. If it is felt that the pre-school is not addressing the concerns the Committee should be contacted. The Local Authority may also be contacted.

**This policy was adopted by:** Teddy Bears Pre-School

**On:** 19th February 2015

**Review date:** November 2016

**Signed on behalf of provider:** Signed 10<sup>th</sup> December 2015

**Name of signatory:** Karen Ashcroft

**Role of signatory:** Chair