

9.2 Supporting children with special educational needs

We ensure that we consistently provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We support and involve parents (and where relevant children), actively listening to, and acting on all wishes and concerns, throughout their Child's time at Benhall Preschool.
- We work in partnership with the local authority and other external agencies, such as Speech and Language therapists to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

The Graduated approach

- We have in place a clear approach for identifying, responding to, and meeting children's SEN needs. This includes following the graduated approach of Assess, Plan, Do, Review. Through this, all staff carry out and record detailed observations and identify areas in which Children require additional support.

ASSESS – If any concerns are raised, Parents/Carers will always be consulted before any assessments are undertaken. Once agreed, The Key worker will carry out a series of observations to ascertain what additional support may be needed and will use any information from these observations to support in creating a written plan.

PLAN – The key worker will, in agreement with parents/carers and the setting SENCO create a written plan, which will include targets that be specific to the child's individual needs. Targets will always be SMART (Specific, Measurable, achievable, Realistic, Time-bound) and will be individual to each child's needs. A written plan will usually be in the form of a SEN support Plan or Individual Education Plan (IEP).

DO – The Key worker will carry out the agreed plans, recording all Observations and Progress made towards any targets.

REVIEW- The Key worker will review all targets and plans at regular intervals, alongside the Parent/Carer and SENCO adding to and amending to plans where necessary.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) Our SENCO is: **Rebecca Asher**

- **In case of our Setting SENCO being unavailable, we have clear procedures in place to ensure all needs are continued to be met.**
These include but are not limited to : Discussing any immediate concerns with the setting Manager, and recording all concerns to be passed on to the setting SENCO.
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- The SENCO works closely with our manager, Zoe Plant and all other staff members and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity. We work closely with all parents and carers to ensure all needs are met.
- We follow the Early Years Foundation Stage (EYFS) and ensure that all daily activities are differentiated appropriately to meet all children's individual needs.
- We apply SEN support to ensure early identification of children with SEN.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- We where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service, as well as information via our Suffolk info link page.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment, and seek advice and support on these where necessary.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in setting training on this for all staff.
- Staff are provided with regular training in order to make sure all needs continue to be met. This, in the past has included training in Makaton, Picture Exchange Communication Systems (PECS) , English as an

additional Language (EAL) and the writing and implementation of written support plans. Staff are encouraged, through regular supervisory, to identify any training they feel they may need to support any specific needs to the setting SENCO or Manager.

- We raise awareness of our special education provision via our website and or promotional materials. These are updated at regular intervals.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action 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, and welcome any comments which support us in improving our practice.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by Benhall Preschool CIO *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____

Other useful Pre-school Learning Alliance publications

Guide to the Equality Act and Good Practice (2015)

- SEND Code of Practice for the Early Years (2014)