

## Special Educational Needs/Disability Policy

- We provide an environment in which all children, including those with special educational needs/disability (SEND) are supported to reach their full potential.
- We believe that all children who attend our pre-school are an integral part of the setting and should be equally valued.
- We ensure that all areas and activities of the pre-school are accessible to everyone and that all children are supported through a broad and balanced differentiated curriculum to enable all children to reach their full potential.
- We recognize that most children will at some time need additional support in some area of their development these will be put in place through the general support procedures in the pre-school.
- In some cases children will need additional support in line with the graduated approach specified in the Special Educational Needs Code of Practice. This is where targeted support is put in place to enable the child to be supported in specific areas of the curriculum in order to allow the child to progress in these areas.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability, however it may be in the child's /settings best interest that fewer hours are given to begin with building towards the full EYFE/FEET entitlement.

Special Educational Needs is the responsibility of all staff within the group although any matters relating to Special Educational Needs will be co-ordinated by the Special Educational Needs Co-ordinator **Liz Bowron** (referred to as the SENCO).

## Organisation and Staff

Our Senco will;

- Be available to all members of staff to discuss any matters entailed in the application of the Code of Practice and will support and advise them accordingly.
- Support colleagues in identifying and meeting the special needs of the children.
- Supervise the records of all SEND children.
- Co-ordinate with appropriate health services and other concerned parties.
- Ensure that a system is established to inform parents of any special educational needs their child may have and that both parties are kept informed of all aspects of development whilst those needs are being met.

Staff will participate in a range of training to support SEND and the Code of Practice, such as SENCO support meeting, facilitated by the Early Years and Childcare Services.

## Special Facilities

Our building is on one level and there is wheel chair access throughout the premises and to the garden, there is also a toilet equipped for disabled persons.

## Admissions(Refer to admissions policy)

We aim to;

Ensure a happy, caring and secure environment for everybody who attends or visits Magical Moments.

- Ensure that everybody in our setting, their opinions and their talents are respected and valued.
- Admit children with special educational needs after a familiarization period which is appropriate to the child's needs; parents may stay with the child initially, according to the needs of the child.

## Provision

- The group will support children with Send to develop and progress as follows;



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- All children will have access to the group's curriculum.
- All members of staff are responsible for meeting the needs of the child.
- The Senco will co-ordinate information with members of staff at regular meetings.
- We are aware that each child's needs are different and will plan our strategies accordingly
- Children with Send will be fully integrated into the group.
- Developmental records will be kept to enable us to measure the progress and evaluate our targets for each child.
- Where necessary the Senco will buy specific items of equipment to meet the child's needs - after a discussion with other staff members.
- The Senco will keep staff informed of any relevant training that is available.
- We will involve parents in all aspects of their child's life at pre-school.
- Written records are shared with parents.
- When the child leaves our group, relevant copies of written records are forwarded to the next school or provision. The Senco can visit the next school if required.

### Resources

Special Educational Needs Code Of Practice (DFE-00205-2013)

We recognize that the best education and care of any child in our setting is delivered through joint partnership between the parents/carers and our pre-school. Information is collected from parents/carers regarding children's needs through our Admissions Form and regular informal and formal communications and through advice from other agencies such as the Health Visitor, Speech and Language Therapist etc.

If a concern is raised regarding an area of a child's development we will gather information through discussion with parents/carers, we may use observations, Ann Locke Profiles, Progress Tracker, behaviour diary, the ABCC grid, Early language audit tool (ECAT) Two Year Progress Check and OT-SLT Pack. Information gathered will be reviewed with parents and through shared agreements future steps will be identified. Should it be necessary, in consultation with parents/carers, an Individual Support Plan (ISP) will be drawn up to enable specific areas of development to be targeted. This is called **Early Years Local Offer**.

A copy of the ISP will be given to the parents/carers and will be reviewed every six weeks. There will be ongoing evaluation and review of the ISP targets which will be adjusted if necessary. After six weeks the ISP will be reviewed in conjunction with the parents/carers. Often the child will have progressed in these targeted areas and no further action will need to be taken. Should progress not be sufficient at this point and further advice be needed through other agencies i.e. Improvement Adviser, Speech & language Therapist, Educational Psychologist etc, this will be incorporated into the targets set out in the ISP, this is called **EY band 1**.

In a small number of cases children are put forward for statutory assessment, the ISP will be used to inform this process regarding support carried out within the pre-school. We will support parents through all stages of the graduated approach including supplying information regarding agencies such as Partnership with Parents.

If a child attending the nursery has an EHCP (Early help & care plan), we will draw up and carry out, assess progress and review ISP's in line with the objectives written in the child's EHCP and carry out a review meeting every 6 months.

Whether a child is at **Early Years Local Offer** or **EY band 1**. or has a **EHCP** they will be supported through a differentiated Foundation Stage Curriculum reflecting the child's needs and this will be the responsibility of all members of staff.



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## *Magical Moments Pre-School*

### **Complaints about our SEND provision**

If parents/carers have a complaint about the way we are working with their child who have SEND, they should speak to the key worker initially, and if they are still not happy, they should approach the SENCO (Liz Bowron). She will look into the problem and report back to the parent. This will be in line with our Complaints Policy.

**Confidentiality** Refer to 'Confidentiality Policy'

### **Transfer to School**

A transitional meeting may be carried out to pass on information from our pre-school to the class teacher or school SENCO, which allows for support to the place before the child enters school. Copies of all ISP's, assessments and other information will be passed on to any setting (school or Pre-school) the child transfers too subsequently.

This policy will be reviewed annually to make any appropriate changes to ensure it is relevant to our setting and the children we care for.

### **Glossary**

SEND – Special Educational Needs

SENCO – Special Educational Needs Co-ordinator

ISP – Individual Support Plan

Early Years Local Offer

EY Band 1

EHCP

EY LOCAL OFFER- Early Year Local Offer

### **Further guidance**

Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)

Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)

The Team Around the Family (TAF) and the Lead Professional:

The Early Help Assessment for Children and Young People:

Special Educational Needs Code of Practice (DFE-00205-2013)

This policy was adopted at a meeting of  
Held on

Magical Moments  
10/10/16

Date to be reviewed

Periodically

Signed on behalf of the management

S.Read