



Inclusion – 2.2 Supporting children with additional needs

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Policy Statement

At Starlings Preschool, we know that every child has equal value. Children with SEN are welcomed and admitted according to the same criteria as all other children. We recognise that children develop at different rates and different stages and that the educational aims for children with difficulties and disabilities are the same. We ensure our provision is inclusive to all children with special educational needs and that all children have access to a broad and balanced curriculum of activities thorough which they can develop and learn through play. Our arrangements are flexible so that we can provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

Our Aims

- To ensure that all the children with SEN engage in all activities and are fully included.
- To ensure the needs and progress of children who have SEN are monitored by our SENCO.



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- To develop a support system and strategies that enables the SENCO to work with the whole setting team to work effectively with children and their parents.
- To adopt a positive approach, building on children's strengths and taking into account their wishes in the light of their age and understanding.
- To involve parents/carers – working in partnership with them, recognising and acknowledging their expertise.
- To work in partnership with outside agencies to ensure best practice and meet the needs of children, enabling early identification and to facilitate early intervention.
- To operate a system of observation and record keeping, in conjunction with parents, enabling us to monitor children's needs and progress on an individual basis.

SENCO

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is _____.

The SENCO:

Has completed SENCO induction training.

Liaises with parents/carers.

Liaises with professionals, preparing referrals and documentation.

Advises, supports & offers relevant training to other practitioners in the setting.

Ensures that Individual Education Plans (IEPs) are in place.

Ensures that background information is collected, recorded, and updated.

Takes the lead in monitoring and reviewing any action taken to support the child.

Ensures that appropriate records are kept.

Is familiar with the routes to obtain ISSO support and attends regular training & skills updates e.g., SENCO briefings.

Leads the "Inclusion Monitoring" section of the staff meetings.

Identification process for SEN

We use the graduated response system for identifying, assessing, and responding to children's special educational needs; assess, plan, do, review.

We identify the specific needs of children with special educational needs through:



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- Daily observations and recording, by individual staff members/keyworkers about the children for whom they have responsibility, and areas of development which may be delayed.
- Parents/carers expressing concern about their child's development and being given an opportunity to discuss how the staff can best support their child and the process that support will take.

Planning

We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

We use a system of planning, implementing, monitoring, evaluating, and reviewing individual educational plans (IEPs) for children with special educational needs.

The SENCO will discuss the child's needs with the parent/carer and discuss their plan with them.

The curriculum will be differentiated to accommodate the child's needs.

Individual keypersons in liaison with the SENCO will devise an IEP.

IEP targets will be written in conjunction with parents/carers to monitor the child's rate of progress. These IEPs will provide opportunities to support areas of need and evaluate progress against targets set.

IEP targets will be assessed and reviewed at agreed intervals.

Where parents do not give permission for intervention Starlings Preschool will continue to sensitively support the child while maintaining an open relationship with parents.

A decision will be made by the SENCO and parents when referrals to external agencies or an EHCP are required.

We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.

We use a confidential system for keeping records of the assessment, planning, provision, and review for children with special educational needs.

Resourcing

- The SENCO is employed does not have key children. When they are required to fulfil other roles e.g., cover staff shortages, additional hours will be made available for this.
- Training in SEN is prioritised by Starlings Preschool.



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- The SENCO will be given time at each staff meeting to provide in service training for other staff. Topics for training will be established with the Manager.
- Equipment is reviewed each term and more often if necessary to ensure that it is adequate to meet the needs of all children.
- SEN children may receive DAF, EYPP or SENIF funding which will be allocated towards the purchase of additional equipment or staff hours as necessary.
- Starlings Preschool has disabled access to main rooms

Partnership with parents

At Starlings we recognise that parents know their children best and have a critical role to play in their child's education. We believe parents should be treated as partners able and empowered to:

- Play an active role in their child's education by having an opportunity to express their opinions and having their concerns recorded and acted upon
- Have their child's difficulties identified early with appropriate intervention to meet those needs.
- Have a real say in how their child is educated by being consulted on IEP targets and being fully informed of their child's progress.
- Have access to information, advice and support during their child's assessment and any related decision-making process about intervention and support.
- Have their child's strengths recognised as well as any additional need.

To foster a positive working relationship, maximise outcomes and communicate most effectively with parents, we:

- Always maintain a positive and supportive attitude to our parents.
- Ensure the SEN policy and our local offer is available to all parents.
- We ensure that parents are informed at all stages of the assessment, planning, provision, and review of their children's education.
- We work in partnership with parents and other agencies, taking advice where appropriate to provide suitable strategies & targets for children in meeting their individual needs.
- We provide parents with information on sources of independent advice and support e.g., SENDIASS



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- Set meeting times with all parents/carers including those whose children may have additional needs, giving them an opportunity to discuss their child's progress on a regular basis, including termly when IEP targets are set or reviewed.
- Ensure that parents are aware of any procedures that may be involved in the SEN process and are given any documents prepared by Starlings Preschool in advance of any meeting that may be held.
- Inform parents at all stages of intervention.

Monitor and review

- We monitor and review our policy, practice, and provision and, if necessary, make adjustments
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., Individual Education 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.
- We monitor and review our policy annually.

Guidance

The Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

<https://www.gov.uk/rights-disabled-person/the-equality-act-2010-and-un-convention>

Children Act 1989, 2004

<https://www.legislation.gov.uk/ukpga/1989/41/contents>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718179/Early_education_and_childcare-statutory_guidance.pdf

Special Educational Needs and Disability Code of Practice 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children and families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

SfYC Moodle

<https://sfyctraining.hants.gov.uk/course/view.php?id=10>

SEN in education inc. graduated approach



<https://documents.hants.gov.uk/childrens-services/sen-support.pdf>

SENDIASS

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>

This policy was adopted by Starlings Preschool

On 6th September 2021

Date to be reviewed

Signed on behalf of the management committee

Name of signatory Tricia Hunt

Role of signatory Chairperson