

LEADENHAM LITTLE ACORNS PRE-SCHOOL

Special Educational Needs (SEN) Policy

The designated Special Educational Needs Coordinator is Mr Kilcoyne
The designated Deputy for Special Educational Needs is Mrs Dixon
Our STAPs teacher is Mrs Bradbury
Our SEN link-governor is Mrs Simeoli-Brown

1 Introduction

- 1.1 This policy was reviewed and updated in February 2013 in line with the revised Code of Practice.
- 1.2 The pre-school provides a broad and balanced curriculum for all children. When planning, pre-school set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the pre-school.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Staff take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- 1.4 Children may have special educational needs either throughout or at any time during their pre-school or school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

- 2.1 The aims of this policy are:
 - to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the pre-school curriculum;
 - to ensure that parents are able to play their part in supporting their child's education;
 - to ensure that our children have a voice in this process.

3 Educational inclusion

- 3.1 In our pre-school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our pre-school community. Through appropriate curricular provision, we respect the fact that children:
 - have different educational and behavioural needs and aspirations;

- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Pre-school staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

4.2 All our children are assessed when they join our pre-school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

4.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available pre-school resources. The pre-school staff will offer interventions that are different from or additional to those provided as part of the pre-school's usual working practices. Staff will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if staff and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

4.4 We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

4.5 If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned.

4.6 If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence about the child will support the request.

4.7 In our pre-school the SENCO:

- co-ordinates the provision for and manages the responses to children's special needs
- supports and advises colleagues
- oversees the records of all children with special educational needs
- works alongside the Manager as the link with parents

- acts as link with external agencies and other support agencies
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs

5 The role of the Committee

- 5.1** The committee has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 5.2** The committee does its best to secure the necessary provision for any pupil identified as having special educational needs. The committee ensure that all staff are aware of the importance of providing for these children. The committee ensures that parents are notified of a decision by the school that SEN provision is being made for their child.
- 5.3** The committee has identified a link-governor, who is the SEN school governor, to have specific oversight of the pre-school's provision for pupils with special educational needs.
- 5.4** The SEN Governor ensures that all the committee are aware of the pre-school's SEN provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

- 6.1** The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the pre-school, including the provision for children with statements of special educational needs.
- 6.2** The headteacher informs the committee of how the funding allocated to support special educational needs has been employed.

7 Assessment

- 7.1** Early identification is vital. Pre-school staff informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2** The Manager and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 7.3** The SENCO works closely with parents and staff to plan an appropriate programme of support.
- 7.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the pre-school. The Manager and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

8 Access to the curriculum

- 8.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities
 - experience levels of understanding and rates of progress that bring feelings of success and achievement
- 8.2** Pre-school staff use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3** Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By

breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy

9 Partnership with parents

9.1 The pre-school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

9.3 We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Monitoring and evaluation

11.1 The SENCO monitors the movement of children within the SEN system in pre-school. The SENCO provides staff and the committee with regular summaries of the impact of the policy on the practice of the pre-school.

11.2 The SENCO is involved in supporting staff involved in drawing up Individual Education Plans for children. The SENCO and the named governor with responsibility for special needs also hold meetings.

11.3 The committee reviews this policy annually and considers any amendments in the light of the annual review findings..

Signed

Mrs Hall
Chairperson of Pre-School

Date.....

Signed

Mrs Collett
Headteacher

Date.....