

Aston Pre-School SEND Policy

Aston Pre-School strive to make sure that every child receives the best possible learning experience and are committed to the inclusion of all children. We offer lots of opportunities for children with SEND to progress and enjoy their learning experiences in a positive, inclusive and supportive environment. All children have the right to be cared for and educated to develop their full potential.

If it is recognised that a child needs additional support we will work closely with parents/carers and outside agencies to monitor the child's progress. We always provide the best possible SEND support to meet the needs of each individual child. We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs are.

We provide a curriculum that supports the needs of all children with SEND throughout their learning offering a wide range of activities.

Our Special Educational Needs Coordinator (SENCO) is Astrid Manley and Melanie Wickens.

We adhere to the following legal frameworks:

Equality Act (2010)

Children Act (2004)

Special Educational Needs and Disabilities (2014)

Children and Families Act (2014)

We work with families and children to ensure the requirements of the Special Educational Needs and Disabilities Code of Practice (2015) are met.

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

Special Educational Needs and Disability

A child with SEND will have a learning difficulty or disability. A child with special educational needs will have educational provision put into place for them within our setting.

A child who has a learning difficulty will display signs of a greater difficulty within their learning in comparison with the majority of peers of the same age.

A child may have a disability which stops them from accessing educational equipment in the setting.

Aims

To make sure that all staff are aware of the SEND policy.

To allow all children to access resources independently and safely and make suitable provision for children with SEND to fully develop their abilities and gain full access of the curriculum.

To identify as early as possible all children who may need additional support to give them the best possible learning outcomes. This could be either their social, physical or emotional support.

To work in good partnership with parents/carers, children and relevant external agencies in order to provide for children's special educational needs and disabilities. Parents /carers are always informed at all stages of assessment, planning, provision and review.

To provide a wide range of activities for all children to access to promote the highest levels of achievement in a rich learning environment.

Ensure that all staff are all aware that the provision for children with SEND is the responsibility of all staff within the EYFS (Early Years Foundation Stage) and they are sensitive to the needs of children with SEND.

To ensure the graduated approach is in place (Access, Plan, and Do, Review) to identify any areas of concern that may need a different approach.

To make suitable provision for children with SEND to fully develop their abilities and gain full access of the curriculum.

Methods

Staff are offered specific training in order to help them to provide special educational provision needed to meet the SEND Code of Practice 2015 and the Statutory Requirements of the Early Years Foundation Stage.

To work closely with parents/carers and hold review meetings at an agreed time and date to discuss the child's progress. Make amendments if needed on their child's plan as well as keeping parents/carers informed at all stages of their child's education.

To liaise with outside agencies to gain more support needed for children with learning difficulties and disabilities.

Ensure that our inclusive admissions practice includes equality of access and opportunity.

Provide parents/carers with information of resources for support and/or advice.

We work closely with the next setting and meet with them to discuss the needs of the children and exchange information for continuity of care.

Have a policy showing parents/carers, staff and outside professionals how we help children with learning difficulties and/or disabilities.

To keep records of assessment, planning provision and reviews for children with learning difficulties and/or disabilities.

To provide parents/carers with independent advice and support.

To provide a system of planning, implementing, monitoring, evaluating and reviewing individual plans for children with SEND.

To review a child's IEP (individual education plan) regularly with parents/carers. (See below)

Use the graduated response system, Access, Plan, Do, Review to identify a child's needs. (See below)

To provide differentiated activities to meet the needs of all children.

Ensure the privacy of all children with learning difficulties when intimate care is being provided.

Monitor and review our policy annually.

IEP (individual education plan)

An IEP (individual education plan) is a plan or programme designed for children who need additional support in their setting. An IEP sets out realistic targets and strategies and objectives that the child will aim to achieve. The IEP is written with support from practitioners which will be reviewed every 6 weeks in partnership with parents/carers.

The Graduated approach

The graduated approach is based on four stages of action to support children who are in need of additional support.

Assess – to carry out an analysis of a child's needs with the help from outside agencies if necessary. The child's plan must be reviewed regularly to ensure the correct support is given.

Plan – to meet with parents/carers to agree on outcomes for the child's plan, set a date for a review to check the child's progress and make any amendments if necessary on the plan.

Do- implement the interventions that were discussed and agreed. The child's keyperson and the SENCO will support the child throughout the graduated approach.

Review- evaluate the child's progress and the effectiveness of the support given and agree on any amendments to the outcomes that may need to be changed to meet the child's needs.

Education, Health and Care (EHC) Needs Assessment and Plan

If the school's graduated approach does not allow the child to make satisfactory progress we may request an assessment of the child's needs by the local authority in consultation with parents/carers and any external agencies already involved. This is referred to as an Education, Health and Care (EHC) assessment where it will be decided whether a child needs an EHC assessment plan. This plan explains in detail the education, health and social care support that needs to be given to a child who has SEND or a disability. The parents will be advised of the outcome of the assessment by the local authority.