

## **Sunny-Ile Pre-School Special Educational Needs Disability / Inclusion Policy –**

### **What we offer children with SEN and/or Disabilities.**

#### **Ethos:**

We aim to provide an environment in which all children are supported to reach their full potential, regardless of their gender, race, ethnicity or disability. We have regard for the DfES Special Educational Needs/ Disability Code of Practice (2014) and ensure that our provision is inclusive to all children with special educational needs. We provide support to these children and their parents/carers. We monitor and review our SEND Policy annually and practice / provision are adjusted accordingly. We promote equality of opportunity and value diversity. We do not discriminate against a child with a disability or Special Educational Needs and will do our very best to accommodate all children within our setting (Equality Act 2010), therefore we aim to be fully inclusive.

### **How do we identify children with SEN?**

We recognise that children may have additional needs in the following areas:

- Communication and interaction needs.
- Cognition and Learning.
- Social, mental and Emotional Health.
- Sensory and/or physical.

We identify any additional needs using the following methods and communicate these needs with parents sensitively:

- \*2 year checks.
  - \*Monitor children's progress through Personal Pathway achievement records and highlighting any area of concern to the setting SENCo. (Special Educational needs co-ordinator)
  - \*Staff discussions about individual children at meetings.
  - \* Information gained through consultation with parents.
  - \*Raising concerns with the Area SENCo or other professionals/agencies if appropriate (Graduated approach used).
  - \*Every Child 's A Talker' tool / Speech Sounds Development Wheel.
  - \*Communication profiles for home and setting.
  - \*Referring to the 'fact File for early Years' published by the Integrated Therapy Service for Children and Young People.
- We use the Developmental Journal to monitor some children's progress and identify their next learning steps. Using the information gathered we will work with parents and agree on the type and amount of support needed. Any decisions will be made based on the complexity of the child's needs and recommendations made by professionals involved. Parents will be fully involved in this process. A register is kept of children with SEND which indicates the level and nature of their need and provision.

### **How are you able to raise any concerns or worries that you may have?**

- \*Open door policy - Staff are available to talk with parents privately at any time.
- \*Half termly meetings with child's key worker or more regularly if necessary
- \*Telephone, email, letter.

### **How will we support your child and how will the curriculum be matched to meet their needs?**

#### **Who will oversee and plan for your child's learning?**

A member of staff is designated to be the Special Educational Needs Co-ordinator (SENCO). Our SENCo is Di Dawe.

Di is well experienced in working with children with a range of moderate and severe additional needs. She is highly qualified in this area (see list on preschool noticeboard for staff qualifications). She attends regular SENCo cluster meetings to keep up to date with SEND information.

Di will oversee your child's learning and work with your child's Key Worker to provide and implement achievable outcomes based on individual needs, using assessments from outside agencies to inform planning. She guides staff and provides advice to ensure that the needs of individual children are met.



#### **Who will be working with your child and what will their roles be?**

Your child's keyperson will work with the SENCo who may seek advice from other professionals (e.g. SLT, Physio, area SENCo etc) to support our planning for your child. We will work with you to ensure that we make any necessary changes to our provision.

## **Sunny-Ile Pre-School Special Educational Needs Disability / Inclusion Policy –**

### **What is our approach to supporting your child's needs?**

We meet the specific needs of children using a range of strategies. Children with SEND are considered when planning the weekly basic provision of the setting and adult led activities.

Specific activities are carried out if necessary, which are tailored to meet the child's needs, as, suggested by outside agencies. We provide a broad, balanced and differentiated curriculum for all children.

We use a graduated approach. In addition to the basic provision the SENCo creates achievable Individual Education Plans (if advised by outside agencies to do so) with the child's parents and Key-Worker. Individual objectives are targeted during 'Special Time' with an adult. We assess, plan, do and review IEPs for children with special educational needs/disabilities.

If necessary a provision plan will be created to show support given to your child. We keep records of the assessment, planning, provision and review of children with special educational needs. Children's information is kept in a locked room. SEND records are securely stored for five years after the children leave the setting and then they are shredded.

Staff use Somerset Total Communication to support the communication of children with SEND. They will support children's understanding through reinforcement, modelling and checking understanding.

### **How do we take into account your child's views?**

- \*Children are asked their views during group discussions and encouraged to participate, using STC to support communication.
- \*Choosing book
- \*Children's views invited through questionnaire.
- \*Children's Voice board
- \*Observations of children highlight their interests and enjoyment for future planning
- \*Show and Tell time

### **How will you know what your child is doing at Pre-School and how will we help you support their learning at home?**

We value all children as unique learners. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education. We provide parents advice and support. Parents will be invited to meet with the child's key worker half termly or more often if necessary and will be expected to contribute towards the child's personal Pathway by consolidating learning at home- adult led plans will be provided by your keyperson.

Children's progress is assessed against the Early Years Foundation Stage Framework or a Developmental Journal if appropriate.

- \*Summary sheets.
- \*Informal chats at drop off and pick up times.
- \*Home/setting link book if requested.

### **What specialist services do we have access to?**

- \*Area SENCo
- \*Integrated Therapy Service (Occupational Therapy, Physiotherapy, Speech and Language Therapy etc.)
- \*Children's Centre
- \*Health visitors
- \*Mid European Communities Association
- \*Pre-School Learning Alliance
- \*Children's Social Care

### **How will your child be included in activities outside the setting?**

## **Sunny-Ile Pre-School Special Educational Needs Disability / Inclusion Policy –**

We will work with you to enable your child to participate in activities. Where extra resources or staffing are required we will make every effort to ensure that the correct provision is available.



### **What support will there be for your child's overall wellbeing?**

- \*We have a range of policies to be sure there is support for your child's well being (see website or ask a member of staff if you wish to read these policies).
- \*We have a settling in procedure.
- \*We use an effective behaviour management procedure.
- \*All staff have received Paediatric first Aid training.
- \*We create medical plans in conjunction with you.
- \*We provide medical training for staff and volunteers and this may be extended to parents if appropriate.
- \*A curriculum which develops children Personal, Social and Emotional development and encourages them to develop empathy and positive attitudes about themselves as well as to people who are different from themselves.
- \*Caring staff and a key working with whom to build a trusting relationship.

### **How will we help your child to build relationships and make friends?**

We set up group activities and encourage children to interact through play. We talk about friendly behaviour at together time as this is one of our pre-school rules. We work with children to communicate in different ways including STC.

### **How accessible is the environment for children with SEN?**

We ensure that our inclusive admissions practice ensures equality of access and opportunity. The building and premises are fully wheelchair accessible. There is a car park close to the setting. We have ramps to gain access to indoor and outdoor areas. There is an accessible toilet and a suitable changing area and facilities. Tables are height adjustable. Our furniture is freestanding allowing movability for floor space.

Our environment is as accessible as possible for all visitors and service users and if needed we will make reasonable adjustments to accommodate the needs of children and adults with disabilities. (Equality Act 2010). All resources are accessible inside and we have free flow play inside and out.



### **How do we communicate with parents/carers if your first language is not English?**

- \*Information provided in clear, concise language, whether in spoken or written form.
- \*We will endeavour to source a translation if needed. –I Pad translation app.
- \*Involvement of MECA to assist with translations (e.g. meetings with key workers, transitions to school etc.)

### **How will we prepare and support your child to join our setting, transfer to a new setting or move into school?**

**Sunny-Ile Pre-School**  
**Special Educational Needs Disability / Inclusion Policy -**

**Joining our setting**

- \*Pre-school entry meetings will be arranged for children with known needs.
- \*Taster sessions with parents to meet the staff and familiarise the child with the setting.
- \*Information provided on setting and key worker.
- \*Key Worker initial consultations.

**Transfer to new settings**

- \*Personal Pathway transferred.
- \*Discussions with the child to explore feelings etc.
- \*Contact offered to new setting to share important information.

**Transfer to school**

- \*School entry meetings will be arranged for children with known needs.
- \*Meetings between preschool staff and teachers to discuss children's needs.
- \*Records and information is passed on to the child's teacher (e.g Pathway, summary sheet etc.)
- \*Visits to preschool by school teachers.
- \*Children visit school, their classroom and meet their new teacher.
- \*Visual book with photographs of school and staff.
- \*See 'Transfer Policy' for other provisions.

For further information on our SEND provision please contact  
Di Dawe, SENCo on 01460 259732 or email [sunnyile@educ.somerset.gov.uk](mailto:sunnyile@educ.somerset.gov.uk)  
**We will review annually.**