

Under Fives Roundabout Special Educational Needs Policy

Policy No: 1.13

Last reviewed: February 2018

To be reviewed by: February 2019

Responsible member of staff: Sam Capes

Signed: Date:

Responsible member of committee: Jorja Trueba

Signed: Date:

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1. Child development 1.2. Inclusive practice 1.3. Health and Well-being	2.1. Respecting each other 2.2. Parents as partners 2.3. Supporting learning 2.4. Key person	3.2. Supporting every child 3.3. The learning environment 3.4. The wider context	4.1. Play and exploration 4.2. Active learning 4.3. Creativity and critical thinking

1.12. Special Education Needs and Disability Policy

Partnership with Parents

Partnership with parents is recognised as a vital part of the SEN process in the SEND Code of Practice (2014). It is part of the Preschool's policy to encourage parents to become involved with all aspects of preschool life. Parents of children with Special Educational Needs are invited to come into the setting on a regular basis to review their child's progress. They are also given a copy of their child's current Individual Child Plan (ICP) and encouraged to work together with the setting to support the child's progress towards the targets by following strategies and targets at home. Any concerns about a child's development will be discussed with the child's parents/carers and their permission obtained before contacting outside agencies or other professionals.

An explanation of Special Educational Need is:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. (DfE 2014)

Special Educational Needs Policy Objectives:

To ensure that:

1. every child has access to a broad and balanced curriculum;
2. children are regularly assessed so that those with special educational needs are identified early and the process of profiling commences without delay;
3. staff, committee and parents are aware of the Preschool's Special Educational Needs policy;
4. staff are aware that special provision must be made in their planning for SEN children in relation to their Individual Child Plans and that they should monitor and record the progress of these children;
5. the setting is adequately resourced to provide for children with special educational needs and that staff attend appropriate training courses;
6. the SEN Policy is evaluated, monitored and updated regularly by staff and committee; we maintain links with outside agencies as appropriate;
7. parents are fully included in the decision-making process and the review of progress for their child;

8. SEN children are involved in some way in the assessing and monitoring of their needs and progress where possible.

Arrangements for Co-ordinating Educational Provision

The Preschool's Special Educational Needs Coordinator Samantha Capes (in Sam's absence Dana Harrison) is responsible for:

1. the day-to-day operation of Roundabout's SEN policy;
2. liaising with and advising other staff, and reporting on the special educational needs provision regularly to the committee Chairperson, including full involvement in recruiting new support workers
3. identification, through assessment and discussion with key people of children with special educational needs and ensuring that they are appropriately placed within the graduated response as outlined in the Code of Practice (2014)
4. liaising with parents on a regular basis;
5. co-ordinating provision for children with special educational needs, and monitoring and reviewing their progress using assessment information half-termly or when required;
6. maintaining records of children with special educational needs;
7. management of 1:1 staff with specific responsibility for SEN pupils;
8. contributing to in-service training of staff where appropriate;

Admissions

All children are welcome at Under Fives Roundabout. Children with special educational needs are admitted to the Preschool through the normal admissions procedures and criteria. Decisions about the admission of children with Special Educational Need are made in consultation between the parents and the supporting outside agencies.

SEN Access

The Preschool can make provision to meet the needs of most children. There is access for wheelchairs via a double opening door from the outdoor area into the building. Within the preschool there are no steps or changes of levels.

Resources for Special Educational Needs

Special Educational Needs should be adequately funded, however this is not always possible and outside financial support may be sought.

Process for Identification, Assessment and Meeting Needs

Parents often pass on their concerns regarding development, speech, hearing, eyesight, health, behaviour, learning etc.

At Roundabout we work to identify those children who fail to make progress, either generally or in specific areas of the curriculum or who have emotional or behavioural difficulties, which affect their progress.

We know that not all children progress at the same rate, and concern is raised when little or no progress for that child is recorded. Our assessment strategies help us track each child and set appropriate targets for that child.

Early identification of difficulties is important and we endeavour to identify children who need help by comparing their progress to the development goals in the Early Years Foundation Stage.

However if a child is experiencing persistent difficulty, the key person will initially:

- discuss the child informally with Sam Capes;
- use data/ diagnostic tools to gain more information. These may be previous records formed from observations either from Roundabout or the child's previous setting.
- try different strategies within the room to meet the child's needs
- discuss the child's progress/difficulties with the parents and the child

If the child's needs require action different from and/or additional to that provided by a differentiated curriculum and setting strategies, and if their difficulties or behaviour meet the criteria set out in the Code of Practice (2014) a graduated response will be adopted. The child's parents will be consulted throughout the process.

Reviewed March 2017