



Registered Charity No. 1023849

SPECIAL EDUCATIONAL NEEDS POLICY

Statement of Intent

Bollinbrook Pre-school provides a high quality provision in which every child is supported to reach their full potential and we include all children in our provision. We focus on inclusive practises and remove barriers to learning.

Aims

With regard to the SEND Toolkit we take into account the views of children and their families. We collaborate with professionals in education, health and social care to provide support. We cooperate with the local authority to help it fulfil its duty with regards to the local offer, which provides information about the available SEND provision and how to access it.

Method

All the children access the EYFS curriculum and are regularly observed to assess progress. The key person tracks each child's progress on a termly basis and next steps planned for. This system means that children who are struggling in certain areas are quickly identified. The two-year-old progress check also provides a valuable means of assessing a child's developmental progress. Some children will need extra help for some or all of their time in pre-school. We are alert to emerging difficulties in children and being aware of the great value of early intervention, we respond early.

Children may need extra help because of a range of needs such as in thinking and understanding; physical or sensory difficulties; emotional and behavioural difficulties; difficulties with speech and language; or how they relate to other people.

Our Special Educational Needs Co-ordinator (SENCO) is Mrs Caroline Bickerton. The role of the SENCO involves ensuring all practitioners in the setting understand their responsibilities to children with SEN, to give advice and support colleagues, liase with other professionals and ensure parents are closely involved throughout.

We acknowledge that parents play a vital role in supporting their child's education and as soon as a concern arises, or before the child starts Pre-school if appropriate, we will invite them into Pre-school for an informal chat with the child's key person and the SENCO. Targeted small group work would be the initial plan for the child but if he or she continued to struggle, individual plans (ELPs) will then be completed. These will include a summary of the child's individual strengths and needs and simple progress targets. It will outline the best ways to help him or her, which staff members will support the child, the resources to do so and a date set for review. The child's key person, working alongside the SENCO will continue to assess the progress of the child and review these plans termly.

Upon review, and in consultation with parents, if it is felt that further help is required to meet the individual needs of the child; help is requested from external agencies that can provide more specialist assessment. Some children, who have special needs already identified, may come straight into Pre-school with other professionals already involved in their care who liaise with us before the child starts.

Where, despite the pre-school having taken action to identify and assess and meet the special educational needs of the child, the child has not made the expected progress, then we may consider requesting an Education, Health and Care needs assessment. This is always done with the knowledge, and where possible, the agreement of the parents. During this process the local authority gathers evidence from relevant professionals and we cooperate with this process by providing the requested information about the child's progress in our setting.

Parents will be kept informed of concerns and progress at each step in their child's assessments. If a parent feels concerned, they can talk to the SENCO and their child's key person.

This policy will be reviewed annually taking into consideration all pupils across the setting.

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| This policy was adopted at a meeting of | _____ | name of setting |
| Held on | _____ | (date) |
| Date to be reviewed | _____ | (date) |
| Signed | _____ | |
| Name of signatory | _____ | |
| Role of signatory (e.g. chair/owner) | _____ | |