



## **T.C.C PRE-SCHOOL**

### **Supporting children with special educational needs and Disabilities (SEND)**

#### **Principles/Aims**

We provide an environment in which all children, including those with special educational needs, are supported in reaching their full potential.

We ensure our provision is inclusive to all children with Special Education Needs and Disabilities (SEND).

We aim to achieve the best we can for all our children and for them to have a very positive first experience of their education.

We provide a safe, friendly and happy environment for children to participate in structured activities whilst learning through play and communications with other children regardless of race, religion, gender or disability.

We encourage all areas of development including personal social and emotional development, communication and language, physical development and include parents/ carers as much as possible in pre-school life.

- We have regard for the Special Education Needs and Disabilities (SEND) Code of Practice (2014) and we comply with the provisions of the SEN and Disability ACT (2001) ('SENDA 2001) as outlined in the Disability Rights Commission (DRC) Code of Practice.
- We do not discriminate against a child with disabilities (Valuing Diversity and Promoting Equality Policy).
- We support parents and children with Special Education Needs and Disabilities (SEND) by inviting parents/carers/professionals to a meeting before the child starts, to introduce the support assistant, if needed and SENCO (Special Educational Needs Co-ordinator) and to plan for when the child starts.
- We talk to the parents of Special Education Needs and Disabilities (SEND) children about how we could change the setting before the child starts to help with their needs.

- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We ensure our provision is inclusive to all children with special educational needs.
- We identify the specific needs of children with special educational needs and meet those needs through a range of Special Education Needs and Disabilities (SEND) strategies e.g. Social Skills Group, 1:1 Activities.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We liaise with the local schools and if we feel a child would benefit from an extra visit to the new school, we will arrange to for the support assistant and SENCO to take the child to the school, with the parents permission.
- We welcome teachers from the local schools to come and visit, to see the children who will be moving to their school.

### **Admissions**

As a pre-school setting, we are fully inclusive and non-discriminatory.

We welcome all children and their families, having regard to their needs arising from their gender, special needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language into our setting and do not treat a child less favourably because of a disability under the Disability Discrimination Act (1995).

Parents are encouraged to visit the pre-school to talk about their child's needs and are given a date when they can attend a trial visit, normally the term before the child starts, where the child and parents can stay for the whole session and meet their key person.

The key person will explain the process of settling in with the parents and jointly decide on the best way to help the child to settle into the setting. (The role of the key person and settling in policy).

If we feel a support assistant is needed for when the child starts, if possible, we will put in place so that the parent and child can meet the support assistant on the trial day. When a child starts at pre-school, their key person/support assistant will welcome the child and parent/carer into the setting.

### **Roles and responsibilities**

Staff have a small number of key children who they observe during session. The key person will maintain a link with the child's home setting working with the parents through shared record keeping (Learning Journal) to ensure that the child is supported in reaching their full potential. They work in partnership with the school they will be transferring to

when they leave pre-school. They will go on an arranged visit with the child along with the SENCO.

If a child is identified, through ongoing observation and assessment, as not progressing in any or all areas of the EYFS, staff will then make specific observations to assess any reasons for this and to find the specific areas that a child is finding difficult by setting small achievable next steps. If necessary, after observations are made, staff will meet privately with parents, at a time to suit them, to discuss the child's progress and any strategies the pre-school could put in place to aid the child. If appropriate, staff will ask the help from other professionals and complete relevant paperwork, with the parents consent.

Staff will continue with the Special Education Needs and Disabilities (SEND) graduated approach to support the child during their time with TCC Pre-school. This means staff will:

- Assess - make regular assessments to ensure that support is matched to Needs. Specialist assessments will be arranged as and when necessary.
- Plan - record any intervention and support given
- Do - implement the interventions and support given
- Review - evaluate the support and the impact on the child's progress.

We have two members of staff who are the Special Educational Needs Co-ordinator (SENCO) . Their names are Tricia Phillips and the Manager Alison Hemmings who have been trained in SENCO. The SENCO's work closely together. They meet the family and other professionals and discuss the child's needs with the help of the child's key person/support assistant to write up a SAPP (Early Years Support and Achievement Play Plan). After the meeting with the parent/s, Tricia with the key person/support assistant will implement any activities that are agreed at the SAPP meeting.

**The SENCO role involves:**

Ensuring that all practitioners in the setting understand their responsibilities to the children with SEN and the settings approach to identifying and meeting SEN.

Advising and supporting colleagues.

Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.

## **TRAINING**

We liaise with professionals or agencies beyond the setting who are involved with the child. Tricia and the support assistant both attend all Inclusion Support Assistant meetings which are normally termly. Both SENCO's attend a three yearly training course. During staff meetings, SENCO will discuss SEND children with the staff and explain any changes etc that need to be implemented.

The SENCO will call a meeting with the child's parents and any other professionals that are involved with the child's development three times a year to work out the best way for the child's development using a SAPP form (Early Years Support and Achievement Play Plan). The SAPP form is used on all Special Education Needs and Disabilities (SEND) children.

## **Monitoring and reviewing**

SENCO and support assistant/key person will add notes to the SAPP form (Early Years Support and Achievement Play Plan) when needed to during the session by observations. We work closely with parents of children with Special Education Needs and Disabilities (SEND) to create and maintain a positive partnership. The SENCO will discuss with the parents the way the pre-school will be supporting their child and reviews are held on a regular basis.

Activities are adapted by the child's key person/support assistant to the ability of the child.

## **Record Keeping**

All records concerning Special Education Needs and Disabilities (SEND) children are kept in a locked cupboard in a SEN folder. Only the manager, Deputies and SENCO are able to get into this cupboard.

When a child is transferring to a school, the manager takes any information to the school.

## **Physical access**

We change the layout of the hall if needed with the help of our Early Language Lead Practitioner ELLP - Every Child's A Talker (ECAT). We have coloured tablecloths, if needed for children who have sensory difficulties. A sensory garden has recently been finished in April, 2015 for the children to use during freeflow.

The building has level access for children with mobility difficulties/wheelchair users. We have automatic doors and plenty of space for moving around inside and outside. We have a disabled toilet with changing facilities accessed from within the main preschool room. We have a disabled parking space available

### **Partnership – children**

All children are observed by the staff during the session. Staff will adapt the planning to what the children are interested in on a daily basis.

### **Partnership – Parents/Carers**

Special Education Needs and Disabilities (SEND) children are met by their support assistant at the start of the session. Any concerns are discussed then and at the end of session with the parent/carer. A diary book is filled in daily with the help of the SEND child. We have a parents evening twice a year and a parents meeting once a year. All staff who are in, are there to greet the children and parents/carers at the beginning of the session and at the end. We have areas where staff can take parents/carers for a confidential chat e.g. office, quiet room or kitchen.

We are able to translate any documents/newletters into parent/carers home language.

### **External Support Agencies**

Family Support Worker

Dingley Family & Specialist

Speech and Language Therapy

Education Psychology Services

Early Years Advisors

### **Other settings/schools**

We work closely with the child's new setting/school and can arrange additional visits with Support Assistant and SENCO to the setting/school. We talk with the SENCO at the setting/school and discuss the needs of the child prior to the transition. We have additional meetings with the child's new teacher and SENCO and invite them to make extra visits to see the child at pre-school before they transfer.

### **Complaints**

The first point of contact for feedback, compliments and complaints from parents is Alison Hemmings, Preschool Manager. She can be contacted during preschool hours (9am to 3pm) Monday to Friday on 01635 872008 or via [manager@tccpreschool.co.uk](mailto:manager@tccpreschool.co.uk).

**Monitoring and reviewing the policy**

We monitor and review our policy, practice and provision annually and if necessary make adjustments when needed.

This policy was adopted at a meeting of	T.C.C Pre-school
Date to be reviewed	June, 2016
Signed on behalf of the Pre-school committee	
Name of signatory	G Perry
Role of signatory (e.g. chair/owner)	Chairperson