



Brenchley Pre-School Limited

Special Educational Needs & Inclusion Policy

Statement of intent

We provide an inclusive environment in which all children are supported to reach their full potential. All children have a right to expect to learn in a caring and considerate environment where the staff and the children are all valued for their contribution to pre-school life.

Aims

- We have regard for the DfES Special Educational Needs & Disability Code of Practice. (2014).
- We have regard for the Equality Act 2010
- We ensure practitioners are knowledgeable and are able to help and support parents and children with special educational needs (SEN)/disabilities.
- Through observations and knowledge of the child, we may identify specific needs of some children with SEND and ensure that we meet those needs through a range of strategies and activities. The Progress Check at 2 years old (EYFS 2012) could be a useful part of the early identification process.
- We conduct audits twice a year - visual audit, speech sounds and BEAM for speech, gross motor and cognitive.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- Brenchley Pre-School Limited's staff are encouraged to attend training courses to raise awareness of various special needs. All training is disseminated to staff to ensure consistency of knowledge.

We monitor and review our practice and provision and, if necessary, make adjustments.

Methods

- We have designated a member of staff Sian Scovell as Special Educational Needs & Disabilities Co-ordinator (SENDCo)
- We ensure it is the responsibility of all members of staff that we maintain an inclusive provision enabling all children to achieve regardless of SEND.
- We recognise the need of early identification is paramount, received either by the staff or from information received from previous pre-schools or external sources.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We provide parents with information on sources of independent advice and support.

- We observe and form formative and summative assessments for identifying, assessing and responding to children's special educational needs.
- We have systems in place for supporting children during target plans, personal plans and a need for an Early Health & Care Plan
- We provide an inclusive setting, differentiating resources to meet individual needs and abilities.
- We have a regular system of planning, implementing, monitoring, evaluating and reviewing target and personal plans for children with SEND.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We provide a complaints procedure.
- We monitor and review our policy annually

We aim to:

- Ensure that children can access the continuous provision of the EYFS
- Ensure that the activities provide many opportunities for play and for children to learn through play.
- Build on knowledge and skills already acquired and making sure that each child is being stretched and able to reach their own potential.
- Produce playplans so that children can learn through play and keypersons can adapt resources for the children to can work towards their next steps.

The Pre-School aims to provide a differentiated curriculum, relating learning targets, tasks, resources and learning support to individual children's needs in order to maximise their achievement and progress.

At Brenchley Pre-School Limited we feel it is essential that all children can play in a fully inclusive setting and their needs are constantly met. We recognise however the need for additional resources that may mean the child will sometimes participate in extra activities. These may include Speech and Language therapy sessions and work specifically related to IEPs. As far as possible the Target Plan will help the child be included into the planned curriculum within the session.

Parents

- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- Procedures should be explained to parents in order to develop a close working relationship and so parents can be made aware of the targets being set for their child.
- Parents should be offered advice about how they can work with their child at home if they wish.

- Meetings for parents of children at Early Years Action Plus will be organised to review and write IEPs.

Transition into School

Brenchley Pre-School Limited has a close working relationship with the local primary schools. Children are able to visit the school hall to undertake large PE sessions and use the primary school's equipment. The Reception class teachers in all the local primary schools visit the Pre-School to meet both the staff and the children prior to transfer to school. Where a child has been identified as needing additional visits these are arranged in consultation with the parents and the primary school.

This Policy was reviewed at a Management Meeting held on Friday 2nd November 2018



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Mrs Victoria Relle - Chairman of Brenchley Pre-School Limited