



Hail Weston Pre-School, The Village Hall, High Street, Hail Weston, Cambs. PE19 5JS, Tel: 01480 214574

Supporting Children With Special Educational Needs and Disabilities

Policy statement

Hail Weston Pre-school Activity Group provides an environment in which all children, including those with special educational needs and disabilities, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational needs and disabilities (SEND).
- We identify the specific needs of children with special educational needs and disabilities and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Named SENDCo

Our designated member of staff for Special Educational Needs and disabilities is: **Joanne Kingman**

We also have an assistant to the SENDCo.:

Rochelle Mallet

SENDCo Role

- to provide parents of children with special needs with advice, support and guidance
- to complete targeted observations of children to identify possible additional needs.
- to share any concerns with parents in a sensitive manner, and always ensuring confidentiality.
- to liaise with professionals involved with children with special needs (with parental permission).
- to advise and support other practitioners in the setting
- to ensure that appropriate Individual Child Plans are in place if necessary
- to ensure that background information is collected, recorded and updated.
- to ensure that appropriate records are kept up to date.

Admission Arrangements

- Our inclusive admissions practice ensures equality of access and opportunity for all children. (See our prospectus).
- Before the child attends there will be an opportunity for parents to meet with staff to discuss the child's individual needs and how best to meet them.
- Settling in procedures will always be flexible to suit the child's individual needs.

Partnership with Parents

- We work closely with parents of children with SEND to create and maintain a positive partnership. (See our prospectus, Parental Involvement policy and Special Educational Needs and Disabilities policy.)
- We ensure that parents are informed at all stages of the planning, provision and review of the child's education.
- We provide parents with information on sources of independent advice and support

SEND Procedures

We use the graduated response system for identifying and responding to children's' additional needs. This ensures we are taking into account their levels of ability.

- Staff will share concerns with setting based SENDCo.
- Concerns will be shared with parents.
- Targeted observations will be completed to identify children's possible additional needs.
- An Individual Child Plan will be set up if appropriate, in conjunction with parents.
- Targets will be implemented and then reviewed with key person and parents.
- If staff and parents are still concerned, the child will be referred onto appropriate outside agencies, e.g. Speech and Language Therapy. This will only take place using an Early Help Assessment with parental agreement.
- We then liaise with the outside agency and implement any strategies given and will continue to put into place the ICP.
- We will then have access to the outside agencies as required.
- We will support parents with the child's transition into school or other setting.

Staffing and Training

- We access in-service training to keep us up to date on latest legislation and strategies in order to meet children's individual needs.
- To ensure a consistent approach to meet the individual child's needs the setting SENDCo shares information with staff as necessary
- If a one-to-one assistant is in place for the child, then the SENDCo will work closely with the one-to-one to ensure they have the information needed.
- We will reflect on our practise and make changes if necessary to improve outcomes for children.

Facilities

- Our facilities are on one level and accessed via a ramp and double doors into one large room. We have separate toilets and one toilet that can be accessed by a wheelchair.

Learning Environment

- We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.
- If an individual child plan is in place for a child, we have a comprehensive system of planning, implementing and monitoring the child's progress and parents are consulted every six weeks for an update.

Monitoring the Policy

- We monitor and review our policy annually, however will action this sooner if new legislation comes into force.
- Our arrangements for SEND will be regularly reviewed and evaluated to ensure that the systems that we have in place support all children, whatever their need.

This policy was adopted at a committee meeting of HAIL WESTON PRE-SCHOOL ACTIVITY GROUP held on January 2020

Date to be reviewed: January 2021

Signed on behalf of the Management Committee:.

Lizzie Spear

Signatory:.....

Role of signatory: Chairperson