



Special Educational Needs Inclusion Policy

Aims:

At Horfield Welly Preschool we work closely in partnership with parents and carers to ensure children are safe, happy and have access to the best possible learning opportunities whilst in our care. We aim to promote their learning and development by providing play experiences which are broad and balanced, and provide equal opportunities for **ALL** inline with the Early Years Foundation Stage Curriculum. We believe that each child is unique, should be equally valued and fully included in all aspects of our setting. We ensure that equal opportunities legislation and in particular the Disability Discrimination Act are fully implemented. We actively promote equal opportunities and strive to eliminate prejudice. We also implement the Special Educational Needs Code of Practice (2015).

Our Aims:

- To ensure all staff including volunteers and students are aware of the SEND policy.
- To ensure we are all following the SEND code of practice
- To identify the necessary provisions needed to meet the needs of all children.
- To adapt our practice to help meet individual children's requirements and specific needs.
- To ensure the physical environment is suitable for all children.
- To promote equality and diversity and respect individual differences.

Special Educational Needs Coordinator (SENDCO):

We designate a member of staff to be our SENDCO and give their name to parents. Our current SENDCO is Claire Skyner.

Her specific duties are:

- To seek advice, help and support from the Early Years Inclusion Team and work closely with them whenever appropriate.
- To ensure that the provision for children with SEN/Disabilities is the responsibility of all members of the pre-school.

- To provide information for the staff and to support them in identifying SEN/disabled children and in including them into their groups with equal opportunities for all.
- To ensure that our physical environment and resources are as far as possible suitable for all our children.
- To work closely with parents of children with SEN/disabilities to create and maintain a positive partnership and support them during their child's time at pre-school.
- To ensure that parents are informed at all stages of the assessment, planning, provision and review of the children's education.
- To liaise with other professionals involved with children with SEN/disabilities and their families, including attending reviews, meeting other practitioners and supporting transfers to other settings and schools.
- To work closely with all other professionals to support the child e.g. speech therapists, physiotherapists.
- To use a system of planning, implementing, monitoring, evaluating and reviewing Individual Education Plans (IEP) for children with SEN/disabilities.
- To maintain records on the children and to be a channel of communication between agencies.

Policy:

Disabled children or children with SEN will not be discriminated against.

When a disabled/SEN child accesses the pre-school this will be identified on the child's registration form. The Pre-School Leader will then invite the child and their parents/carers to a pre-entrance meeting with the Pre-School Leader and the SENDCO to identify any support requirements, needs or preferences. The Pre-School will be realistic about what it can offer and try to identify additional sources of support if required. At this time any medical needs should be identified and appropriate plans and paperwork completed and agreed with the child and parents/carers. If the child needs personal care (toileting, dressing, eating) a personal assistance plan will be drawn up and agreed with the child and parents/carers.

Curriculum:

The Early Years Foundation Stage Curriculum should be accessible to all children regardless of any needs/ disabilities they may have. The learning and development of disabled/SEN children is a matter for everyone at Welly Pre-School. Staff will be aware of the individual needs and interests of all children and will work in-line with the Early Years Foundation Stage Curriculum guidance and The Special Educational Needs code of practice (2015) to provide suitable education and care for all.

Children's progress will be assessed every six months using the OPAL formative assessment technique. If any gaps in the children's learning are identified through the assessment process we will use the **Graduated Approach** to help to fill in these gaps.

The graduated approach technique encourages practitioners to

- **Assess children's needs,**
- **Plan: interventions to help support these needs** and
- **Review: these interventions after a period of time to check their effectiveness**

Early year's action:

If, despite the fact that we have adapted the opportunities we offer to suit the needs of individual children, a child continues to make little progress in one area of development or more, the child's key worker will bring this to the attention of the SENDCO and the Pre-School Leader.

The SENDCO will prepare an Individual Education Plan (**IEP**) or Support Plan with the child's parents/carers containing 2-4 targets for them to work on to help them make progress in their learning and development. This IEP will be reviewed regularly with the parents/carers to discuss any progress made. If in spite of the IEP additional help is needed to enable the child to progress, we will seek advice from other agencies with the parent/carers permission. This will constitute **Early Years Action Plus**.

During Early Years Action Plus other professionals may become involved in the child's learning and development (e.g. speech and language therapists, educational psychologists etc) and the preschool will work in partnership with them to ensure this is an effective process. If a child has more complex needs or continues to fail to meet developmentally appropriate targets a request for statutory assessments of the child's SEN (e.g. **Educational Health and Care Plans EHCP**) may be made with the parents/carers consent.

Record Keeping/ confidentiality/consent:

All records relating to a child's individual needs are held in their support plan/ IEP or EHCP. These records are kept in the SEN folder in a secure location in the preschool; and are only accessed by people who are required to use them e.g. the SENDCO, Key person etc.

Parental consent is required in writing prior to giving access to these documents to any individuals e.g. other professionals, schools etc.

Transitions:

When it is time for the child to move onto the next stage of their educational development We liaise with local schools and nurseries to ensure a smooth transition is achieved. A record of the child's progress and IEP's will be passed to the child's next setting with a close handover and visits organised if the parents/carers are in agreement. We will refer to the 'Pathway to School' materials recommended by the Early Years inclusion team as well as their inclusion induction programme.

Partnership with Parents/Carers and the child:

We are committed to working in equal partnership with all our parents/carers. Parents are given an information booklet about our pre-school, encouraged to visit us and have access to our SEN policy folder. We can offer information to parents in ways that are accessible to them and we are always available to answer parent's questions. We have regular informal contact with parents and arrange regular parent meetings. Parents are involved closely with their child's IEP so there is continuity at the pre-school and at home.

We also feel it is important to include the child's views in the support we offer them. We have different ways of enabling young children to make choices and to express their feelings whilst in our setting. We use their voice, our observations of their play and their creations such as drawings and painting to gain an insight into their thoughts, feelings and interests.

Training:

Our pre-school has a commitment to training in all areas of practice. As we are an equal opportunities provider we are particularly interested in attending training relevant to inclusion and meeting the needs of SEN/disabled children. Our staff are child protection and first aid trained, and are also trained in alternative methods of communication e.g. visual aids, basic Makaton, objects of reference etc. We seek and attend training, advice and information in relation to individual children's needs as appropriate.

Reviewing and monitoring of this policy:

This policy will be reviewed annually and also when there are changes to the law or guidance by the Pre-School Leader and the SENDCO. Aspects of this policy will be monitored by our SENDCO:

- Reviewing how our children and parents/carers are supported and the effectiveness of their IEPs.
- Auditing the language and images within the pre-school to make sure they reflect positively on all children.
- Advising the Pre-School Leader of any staff training needs.

Date Reviewed	Reviewed by
17th September 2025	Claire Skyner