



## **Special Educational Needs Inclusion Policy**

### Aims

Horfield Welly Preschool provides high quality broad and balanced, play and learning opportunities to ALL children through 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 implement the Special Educational Needs Code of Practice. We work in close partnership with parents and carers to ensure the children are safe, happy and developing through play.

### Special Educational Needs Coordinator (SENCO)

We designate a member of staff to be our SENCO and give their name to parents. Our current SENCO 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 as 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.

## Entrance

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 SENCO 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**.

## **Support available to disabled children/children with SEN**

### Staffing

Provision for disabled/SEN children is a matter for everyone at Welly Pre-School. All staff will be aware of the individual needs and interests of the children. We will seek to offer and apply for appropriate levels of support for individual children; we will identify the specific needs of children and meet those needs through a range of strategies.

### Training

Our pre-school has a commitment to training in all areas of practice and in particular we attend training relevant to inclusion and meeting the needs of SEN/disabled children to increase access opportunities. Our staff are child protection trained, being trained to use Makaton Signs and most staff are first aid trained.

We will seek and attend training, advice and information in relation to individual children as appropriate.

### Facilities

Horfield Welly Preschool has a double door entrance which can be accessed via a ramp to the side. The main room used is fully accessible to all and is large, bright and airy. It has plenty of space to allow adequate distances between activities and apparatus for any mobility aids. Our outdoors area is large and fully accessible via a double opening door and a ramp. The toilet area is adequate but does not offer any changing facilities, alternative rooms can be made available if required.

## **Curriculum, resources and the learning environment**

### Curriculum

All disabled/SEN children have access to the early year's foundation stage (EYFS). The EYFS will be differentiated to meet individual needs. This is achieved by adapting the way opportunities are explained and presented to children. We can also offer children individual support in order to help them achieve the early learning goals. At Horfield Welly Preschool we aim to build on children's interests, achievements and successes. Individual Education Plans (IEP's) can be used to support children's access to the curriculum if required.

### Resources

We adapt our resources to suit the needs of the children. We belong to the Scrap Store which has a resource centre for the staff to use. We will seek advice and access inclusive play equipment/specialist resources as required. We have storybooks, dolls, puzzles etc. that reflect positive images of disabled children and adults.

### Learning environment

We arrange the furniture, lay out the equipment and use the space at our preschool so all the children have the maximum independence, are comfortable, have space to be quiet, relax, be noisy and let off steam.

### **Identification, assessment and provision for children with SEN**

All of the children are observed in their play and interactions. Their learning diaries reflect their development and interests. We differentiate opportunities so that children with a range of abilities can access them.

#### **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 SENCO and the Pre-School Leader. The SENCO will prepare an IEP with 2-4 targets which will be done with and regularly reviewed with parents/carers. 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 and professionals involved will be asked to support staff in writing IEP targets for the child. 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 may be made with the parents/carers consent.

We liaise with local schools and nurseries to ensure smooth transition for children. 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 folder Inc. DCATCH 2010/2011.

#### **Partnership with Parents/Carers**

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.

#### **Listening to children's views**

We have different ways of enabling young children to make choices and to express their feelings in our setting. We use language at their level of understanding using significant objects e.g. puppets etc. We find ways of listening to the children's preferences and views when planning the curriculum and IEPs, particularly by observing them in their play. We find ways of giving children feedback on how they are doing and we build on their success.

#### **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 SENCO. Aspects of this policy will be monitored by our SENCO:

- 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.