

## Special Educational Needs and Disability

- Our Pre-School understands its responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
- We aim to meet the needs of each child as an individual regardless of difference and diversity.
- All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as an individual, with their own cultural and spiritual beliefs.
- We believe that all children should feel valued and confident and should be cared for in a warm and loving environment. We will work with parents at all stages of the child's education and care to ensure our principles are put into practice.

**Our Special Educational Needs coordinator is JOANNE HUNTER**

In line with guidance from the E.Y.F.S. and in line with the SEND Code of Practice

0-25 years 2014, we will endeavour to:

- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, speaking to parents/carers and involving other agencies as necessary.
- Stretch and challenge all children.
- Encourage children to recognize their own unique qualities and the characteristics they share with other children.
- Challenge any inappropriate/negative attitudes displayed by staff, parents/carers or children.
- Engage children in anti-bias activities e.g. stories or persona dolls, which promote positive attitudes to all people regardless of their level of ability, appearance, mobility etc.

- Have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between children with and without disabilities
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.
- Ensure our admissions policy states how we ensure that all children will be supported to enable admission to our setting and also shows our accessibility plan.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. (This is an anticipatory duty) Where this is necessary we will have regard to the following legislation: *Reasonable adjustments for disabled pupils (2012)*

The SEND Code of Practice 2014 states:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

*A child under compulsory school age has special educational needs if he or she is likely to fall within the definition of the above paragraph when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014)*

## **Progress Check at Age 2**

When children are between 2 and 3 years of age we will review their progress and give a brief written report of progress to parents/carers highlighting any areas for concern – this applies to all children in the setting.

Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can best be helped. We aim to make any reasonable adjustments required by individual children or parents. No outside agencies will be contacted without parental permission.

Where children are identified as needing extra support within the setting this will involve the SENCO the parents/carers and the child's key person working together to write an individual education plan to identify how the child will be given extra support. IEPs will be reviewed monthly by the SENCO, the child's key person and the parents/carers. Should this group, and particularly the parent, decide that the child needs further support then outside agencies will be contacted as appropriate.

For the very small number of children whose needs cannot be met in the above way and whose needs are more severe and complex, the nursery staff will, with parent's/carer's permission request a formal assessment from the Local Education Authority.

When children transfer to their next setting we will work closely with that setting and the child's parents to ensure a smooth transition for the child.

If one or both parents have significant needs, we will support them to the best of our ability whilst keeping a focus on the child's needs.

**All information kept on each child is confidential and Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where the Data Protection Act 1998 stipulates it is against the best interests of the child to do so.)**

#### **Review Process:**

This setting is aware of the need to constantly review, monitor and evaluate our practices to ensure that they are effective. It is the duty of the S.E.N. Co-ordinator and the Manager to review the S.E.N. policy annually and to be aware on a daily basis of how this policy works in practice. Also to comply with all relevant legislation including the Equality Act 2010 and the SEND Code of Practice 0-25, 2014.

Updated: September 2023 – Reviewed: September 2024

**Georgie Porgy's Pre-school Ltd**