



Registered Charity No: 1130840
School Mead, Abbots Langley, WD5 0LB
01923 274483

Supporting Children with Special Educational Needs and Disabilities

Policy Statement:

At Breakspeare Community Preschool we provide an environment in which all our children are supported to reach their full potential. We have regard for the DfES Special Educational Needs and Disability Code of Practice 2014

The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to Breakspeare Preschool. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

Alongside this policy please consider our Equality and Diversity policy, Health and Safety policy, Intimate care and Toileting policy and Behaviour Management.

Staff working with children with special needs focus on the following:

- Early identification
- Early intervention
- Inclusive education
- Physical environment
- Partnership with parents
- Multi-agency collaboration

We include all children in our provision.

Aims:

To identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies. This includes regular observation and assessment of all children's play and progress to enable early identification of a child's special needs.

To work in partnership with parents and other agencies in order to meet individual children's needs.

To provide practitioners to help support parents and children with Special Educational Needs and /or Disabilities.

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

Access with regard to the Equality Act 2010:

As a Preschool we are bound to not treat a disabled child 'less favourably' and to make reasonable adjustments for disabled children.

The Equality Act defines disability as:

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“A physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to perform normal day-to-day activities”

At Breakspeare Community Pre School we will:

Consider each child’s needs individually

Use our own experiences and those external services available to help us accommodate a child’s needs

Consider the environment (lighting, location, access)

Assess the appropriateness of the materials in use

Investigate the possibility of training staff for specific needs

Consider the financial impact any adjustment would make on the Preschool

Always put the health and safety of staff and children at Preschool first

Breakspeare Community Preschool rents its premises therefore will take into consideration the landlord and the terms of the lease

We: Have a Special Educational Needs Co-ordinator
Have a Local Offer

Have an Equality and Diversity Policy

Have a Special Educational Needs Policy

Make use of external agencies to support us with SEN

Access funding that is available

Have a programme of observation and record keeping for all children at the Preschool

Procedures:

The needs and progress of children with SEN are monitored by our named Special Educational Needs Co-ordinators (SENCo) who will be familiar with the Code of Practice 2014, be able to support other staff and make links with parents and other agencies.

Name: Carrie Peppett

The provision for children with SEN/disabilities is the responsibility of all staff at Preschool.

Our inclusive admissions practice ensures equality of access and opportunity.

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We endeavour to achieve maximum attendance and inclusivity of all children. In the unlikely event that we feel unable to meet the complex needs of an individual child, we would seek guidance from the area Inclusion Development Officer

We ensure that the physical environment is, as far as possible, suitable for children with disabilities.

We will make reasonable adjustments to our procedures and practices to allow equality of access and to avoid putting children with additional needs at a substantial disadvantage. This may include visual timelines, auxiliary aids and physical changes bearing in mind the limitations of the building.

Staff at Preschool work closely with parents of children with SEN/disabilities to create and maintain a positive partnership whilst the child is a part of the Preschool.

Parents are informed at all stages of the assessment, planning, provision and review of their children's education. Progress and achievement are shared with parents regularly. It will usually be the responsibility of the SENCo or keyperson to do this.

We use the graduated approach system from the SEN Code of Practice for identifying, assessing and responding to children's special educational needs:

Activities are adapted to support the child

Parents are informed and an action plan is drawn up

Referrals made to other healthcare professionals or outside agencies to support the child and setting. Examples of outside agencies are: Advisory Teachers, Speech therapists, Educational Psychologists.

We have systems in place for supporting children on the graduated response through to statutory assessment and putting the Education Healthcare Plan in place. We also have systems in place for working with other agencies through each stage of the Families First Assessment.

All children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

One to one support may be deemed necessary by preschool or outside professionals in order that a child is able to fully access all the opportunities we have on offer or to keep them physically safe. We will strive to be in a position to offer this support and will endeavour to raise funds to be kept in reserve for that purpose however, as a charity, there may be times that this is not possible and we will be unable to fund one to one support. If the support is necessary to keep a child physically safe and there are no other funding options, we will need to consider their continued attendance

Parents will be provided with information on sources of independent advice and support, ie Parent Partnership, Local Children's Centres etc.

We provide a broad, balanced and differentiated curriculum for all the children with special educational needs according to their individual needs and abilities.

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At the action plan stage, we use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans for children with SEN/disabilities.

When outside professionals are involved there will be on going liaison between the Preschool, the professional, the child and his/her family. This includes transfer arrangements to other provisions, Nursery etc.

The SENCo oversees the keeping of records, including assessment, planning, provision and review for children with SEN/disabilities.

If intimate care is required this will be provided with the dignity and privacy afforded to all our children.

We continually update and monitor the SEN effectiveness of our provision through staff training, reviews, staff and management meetings, the views of parents and outside agencies, inspections and complaints.

It may be possible to apply to the county for exceptional needs funding which is reviewed on a case by case basis. Although we can make an application, we cannot guarantee that funding will be allocated.

We make effective use of any obtained LEA funding and resources to meet the identified needs of children at Breakspeare Preschool.

We provide a complaints procedure.

We monitor and review our policy annually.

This policy was adopted at a meeting of Breakspeare Community Preschool on:

Signed on behalf of the Management Committee

Name:..... Signature:

Pre-school Leader

Name:..... Signature:.....

SENCO

Name: Signature:

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