

Special Educational Needs / Inclusion Policy

The Aims of our Special Educational Needs / Inclusion Policy

At Colyton Caterpillars we welcome children with special educational needs as part of our community. We recognize that we will need to consider the individual needs of children when planning our curriculum and we aim to provide a curriculum, which is accessible to the individual needs of all our children.

We recognise the importance of early identification and assessment of children with special educational needs. This is particularly important in the area of early years education. We endeavour to develop practices and procedures, which will aim to ensure that all children's special educational needs, are identified and assessed and the curriculum will be planned to meet their needs.

We recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

Where parents are not ready to engage or accept their child may have a difficulty/need, this will be noted and respectfully accepted if the setting feels they have done their best.

We believe in the involvement of the child and the importance of taking their views into account where age appropriate. We will make every effort to involve the child in decision-making about their special educational provision if this is possible.

We are committed to forming effective partnerships between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs.

Details about our Special Educational Needs Inclusion Co-Ordinator

At Colyton Caterpillars Special Educational Needs Inclusion Co-Ordinator (SENCO) is Kate Clode. She is responsible for the day-to-day provision for children with SEN. Together with the key workers in our early years setting, our SENCO maintains and oversees all records for children with SEN. The SENCO will liaise with other staff about children's needs and will liaise with outside agencies such as health, education and social services regarding the needs of children, always after consultation with parents/carers.

Our Admission Arrangements For Children With Special Educational Needs

Children with special educational needs are welcomed into our early years setting, as are all our children. We may ask parents to give us further details of professionals involved with their child. When we know that a child may have a special educational need or disability before they start at our setting, we will endeavor to set up a good transition for that child into our setting involving child, parents/carers and any outside professionals known to the child. This may involve the child visiting our setting on a number of occasions and/or a home visit by one of our members of staff.

The Role Played By The Parents Of Children With Special Educational Needs.

At Colyton Caterpillars we work in partnership with parents. We recognize that parents/carers know their children best and have a great deal to contribute. Parents'/carers' views and contributions are valued. In addition, we can offer parents/carers:

- an 'open door' policy which means parents can approach staff whenever they have a concern and time will be made for them

- scheduled meetings for parents to meet and discuss their child's progress;
- opportunities for parents/carers to come and work or observe their child in the group
- a parents/carers' room or space
- social opportunities like coffee mornings etc.
- special support groups for parents of children with SEN or can give information about local and national support groups

English as an Additional Language (EAL)

The needs of a child who has English as an Additional Language is the responsibility of their keyworker and the setting SENCO. All staff are made aware of any additional learning methods and/or needs.

Children's views

We always seek views of all children with regard to their education and inclusion. We endeavor to involve all children in their learning by offering choices using objects, photographs, verbal means etc. All children are encouraged to express preferences using a variety of methods including augmented methods of communication. We try to seek children's views in decision making about the learning environment.

The Curriculum At Our Early Years Setting

Children with SEN are regarded as full members of our community and we offer an inclusive provision to all our children. All children have full access to the environment, resources, staff and activities. Children with SEN engage in the activities on offer in our setting together with children who do not have identified SEN. The curriculum is planned to meet the known individual needs of all children and careful choice of resources is made to facilitate access to the curriculum for all children. We adapt our materials and teaching styles to help children with different individual needs to learn.

Facilities For Children With Special Educational Needs And Disabilities

In our early years setting we have the following facilities and resources for children with special educational needs and disabilities:

- Visual aids – where needed Music Seeds Therapy
- Basic Makaton – where needed Sensory training
- Children centre toy library resource Communication & language training
- Changing facilities
- Autism training Forest School

The Allocation Of Resources For Children With Special Educational Needs.

At our early years setting we will endeavor to adapt our environment to enable access for children with a wide range of needs and to allocate resources appropriately for children. For children who are supported through SEND SUPPORT Funding, with parental consultation, we may request additional resources from Barnet's Early Years Inclusion Panel. Resource requests will normally be related directly to the child's IEP targets.

How Children With Special Educational Needs Are Identified And Their Needs Determined And Reviewed

At Colyton Caterpillars we follow the graduated approach to Children with special educational needs as recommended in the SEN Code of Practice (2014). Setting staff work in partnership with parents at all times and will always discuss their child's progress with them and keep them fully informed about how the setting is seeking to meet their child's needs.

- **SEN SUPPORT**

The key worker and/or SENCO will identify a child with SEN and will devise interventions that are additional to or different from those provided as part of our usual curriculum and strategies. Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The child will be added to the SEN register. In consultation with parents/carers, the SENCO will take the lead in gathering information about the child from other professional who may already be involved with the child (e.g. Nursery Plus, Health Visitor, Social Worker, Speech and Language Therapists etc.). With parental permission, the SENCO may discuss the child's needs with our setting's Area SENCO Julie Paddick.

- **SEN SUPPORT FUNDING**

The key worker and SENCO will be supported by external support services or outside specialists (e.g. Nursery Plus, Pre-school Education Team Teachers, Educational Psychologist, Speech and Language Therapists, Physiotherapists etc.) Advice by outside specialists will be sought in order to devise a new IEP with more specialist strategies and targets. A request for help from external services is likely to follow a decision taken by the SENCO in consultation with parents at a meeting to review the child's IEP. If their needs meet criteria, extra funding will be investigated from the local offer to support extra provision needed to support a child. A DAF will be started if more than two agencies become involved and the case requires one to be in place.

- **Statutory Assessment**

A Statutory multi-disciplinary assessment will be requested from the Local Education Authority by either the SENCO or by the parents.

- **Education Health Care Plans**

The early years setting will be responsible for delivering the education programme specified in the child's EHCP. The SENCO will be responsible for monitoring and reviewing the progress through IEPs and through the Team around the family meeting.

In-House Training for Staff in Relation To Special Educational Needs.

At Colyton Caterpillars we are committed to providing and facilitating attendance at in-house training in the area of SEN for all staff. Ongoing analysis will be undertaken to identify the training needs of the setting staff team and of individual staff through the target setting process termly.

Transition of Children With Special Educational Needs Between Early Years Settings Or Between Early Years Settings And The Next Stage Of Education.

At Colyton Caterpillars we believe that transition is a crucial time for all children – but particularly for children with identified special educational needs. As far as is possible, we will do everything that we can to facilitate a smooth transition for our children moving to other settings. We will invite staff from the receiving setting to transition meetings and will pass information (Individual Education Plans, observations, ideas for successful strategies etc. if needed) As far as possible we aim to contact the child in their new setting once the transition has occurred.

How We Evaluate the Success Of The Education That Is Provided To Children With Special Educational Needs.

We review our SEN / Inclusion policy half yearly and evaluate the effectiveness of:

- Systems for identifying and assessing children with special educational needs
- The provision made to meet children’s special educational needs
- The record-keeping for children with special educational needs
- The allocation of resources for children with special educational needs

Concerns And Complaints Regarding Provision For Children With Special Educational Needs

Any concerns or complaints about SEN provision by parents should be addressed to the key worker, initially. If the parents are still not happy they should approach the SENCO who will look into the problem and report back within a week. If the parents/carers continue to be dissatisfied the SENCO will refer the matter to the Senior Manager to take further action as appropriate.

This policy was adopted at a meeting of the pre-school on (date).....

Signed on behalf of the pre-school.....