



Rainbow Teddies Pre-school Policy Document

Special Educational Needs and Disability (SEND)

Safeguarding and Welfare Requirements:

9) Equal Opportunities

4) Key Person

3) Staff Qualifications, Training, Support and Skills

8) Safety and Suitability of Premises, Environment and Equipment

10) Information and Records

EYFS Key Themes and Commitments:

A Unique Child

Positive Relationships

Enabling Environments

*Learning and
Development*

This policy was adopted at a meeting on:

Review Date:

Signed: on behalf of the Management Committee

Print Name: Position:

Signed: Pre-school Manager



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Special Educational Needs and Disability (SEND)

Rainbow Teddies Pre-school has due regard to the statutory guidance within the 'Special Educational Needs and Disability Code of Practice' (DfE 2014) and seeks to provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. We acknowledge that disabled children and young people must be enabled to be as independent as possible and that they must be able to take a full and active part in everyday life. To this end, Rainbow Teddies will not treat a disabled child less favourably than any other child attending the pre-school and will make reasonable adjustments to enable every child/adult to take an active part in pre-school life.

Our Local Offer:

- Rainbow Teddies Pre-school aims to provide a warm welcome to children with additional needs and/or those whose first language is not English and to offer appropriate learning opportunities for *all* children.
- Our named SENDCo's (*Special Educational Needs and Disability Coordinators*) is **Lynne Ashworth** she works in collaboration with the manager to ensure the smooth coordination of support and/or resources for children with additional needs.
- The SENDCo and/or manager will work closely with the parents/carers of children with additional needs and ensure that they are consulted with appropriately and at all stages of a 'graduated response system'.
- Application for admission to the pre-school will be considered sympathetically. The needs of each child will be assessed on an individual basis in consultation with: parents/carers, pre-school manager, SENDCo and (where necessary) the Management Committee.
- We aim to meet the needs of the individual child/family, balanced alongside the needs, health and welfare of the other members of the group.
- Our 'Key Person' system ensures that each child/family has a main point of contact for day-to day matters arising. The Key Person will work closely with the child/family, to ensure consistency of care and education for the child and to promote an understanding of their individual needs. The Key Person will offer support to both child and parents/carers.
- Through partnership between staff members involved in a child's care and parents/carers, our system of observation and record keeping will enable us to monitor a child's progress and to identify those who may need additional support. Our systems also allow us to effectively track and monitor children who have already been identified as having specific needs.
- All children's needs are considered through a well-planned, broad and balanced educational programme/curriculum; this can be differentiated to suit the requirements of individuals.
- Where possible the physical environment will be adjusted to provide access for people with disability, for e.g. we have a ramp to allow for wheelchair access (Terrace Room).
- If additional resources are required the group will endeavour to fund these purchases or seek advice on securing financial aid to do so.
- We have links with JIGSAW; a charity organisation which provide 'drop-in' sessions for children with additional needs and their families; they also have a toy library; which we can access to procure specific toys/resources as required.
- If it is felt that a child's needs cannot be met in the pre-school without one-to-one support, funding will be sought to employ an individual, who can fulfil this role.



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- Along with parents/carers, we work in collaboration with professionals outside of the group, including: speech therapists, health visitors, psychologists, social workers, paediatricians and Portage workers, this enables us to best support and meet the specific needs of children/families.
- Children are supported with visual aids and Makaton to aid understanding; communication and language- most staff have acquired a level 1 & 2 in Makaton training.
- A risk assessment will be undertaken with the manager and parent/carer if a child is known to have specific needs that may affect theirs or others' health, safety and welfare.
- The manager and SENDCo will attend specific regular training and Network meetings with the Early Years Team at South Gloucestershire, to ensure that their knowledge/skills are continually up-dated; information will be cascaded to the staff team.
- The group will endeavour to keep and maintain an information folder available to staff and parents/carers.

Supporting with a Graduated Approach:

Assess:

Practitioners working with children will, over a period of time, gather observations about their individual strengths and also 'areas for development'. This information, along with on-going parental input and knowledge may highlight the need for additional support for particular children. Should this be the case, the next stage would be to devise an Individual Support Plan (ISP).

Plan:

Having identified that a child needs additional support to enable them to make developmental progress and taking into account the child's views (for non-verbal children or children with limited understanding, a 'child's view' will be gleaned from their observed interests) strategies will be discussed and agreed with Key Person and parents/carers; along with any other relevant professional(s); these strategies will be written down, so that everyone knows what these are and what their personal contribution to the process is. This along with the intended outcome(s) for the child will be written in an Individual Support Plan (ISP). This type of plan will be written if interventions to support are 'additional to' or 'differentiated from' the usual activities planned and provided for by the setting. The plan will record:

- Child's personal details
- Main area(s) of concern
- The child's interests and abilities
- Intended outcomes for the child
- Strategies to aid progress- including resources to be used and /who/how/when/how often
- Record/monitoring sheet(s) of progress made

Having devised the plan, the next stage is to 'do'

Do:

This is the 'action' part of the plan; all involved in the process should know their part in the plan. Observations will be recorded in a timely and consistent fashion, as these records will form the basis for discussion and decision making at the 'review' part of the process. The plan; considered to be a 'working' document, will be accessible to all staff (attached to room register) to enable relevant observations to be attached to it.



Rainbow Teddies Pre-school Policy Document

Review:

The ISP will be reviewed at least once per term. Parents/carers and the child will be involved in this process. Where possible all those involved with the original creation of the 'plan' will be represented at the review meeting. Good clear records will make it easier to discuss and decide whether expected outcomes from the plan have been realised, or whether more/less intense support is appropriate. It might be considered necessary to enlist the support/advice of other outside agencies and or professionals; with parental consent. Further strategies and support measures will be recorded and monitored; the cycle will then continue as before.

Education and Health Care Plan (EHCP) Assessment:

For a very few children the support given through various strategies and interventions, will not be sufficiently effective to enable them to progress satisfactorily- it may then be necessary to consider; in consultation with the parents/carers and any external agencies already involved, whether a statutory multi-disciplinary assessment is appropriate; in the pursuit of an EHCP for the child concerned. *(Re: 'Requesting an Education, Health and Care Needs {EHC} Assessment' - Special Educational Needs and Disability Code of Practice- page 88/point 5.49- DFES/2014)*