

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

In line with the new code of practice (sept 2014) for the assessment of S.E.N.D our policy is: ***to provide an environment where all children including those who have additional needs are supported to reach their full potential. In order to do so:***

Sacred Steps Pre-school will show regard to the code of practice (2014) on the identification and assessment of Special Educational Needs and Disability. Our inclusive admissions ensure access and opportunity for all. (Equality Act 2010)

Children's Special Educational Needs will be addressed, in order to achieve this we will:

Respond to individual needs through the (Assess, Plan, do and review approach).

Initially at Universal level we will:

- Observe the child in the Pre-school. (day-to-day observations by keyperson on the prime areas for learning).
- Use the two year old progress review check as part of this approach for assessment.
- Use the Wellcomm monitoring tool for speech and language assessment.
- Talk to parents, involve children and respect their views in decision making.

AT TARGETED LEVEL WE WILL:

Address any specific issues or concerns about a child's development:

- Devise a Targeted Support Plan to identify the best way to secure good progress.
- Assess, plan and review the plan working with parents to enable them to have an input and to support the child at home.
- If the child is not responding the Pre-school will draw on those who have more special expertise at:

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SPECIALIST SUPPORT WE WILL:

- With parent's permission we contact the S.E.N.D team who work closely with the Pre-school.
- Devise a Targeted Support Plan with specialist input based on the interests of the child and small steps to help the child make progress.
- Work with parents enabling them to have input and decision making into the support plan to enable them to support the child at home.
- Assess, Plan and Review the progress with parents and the S.E.N.D team.
- Continue as above and also involve professionals from other agencies in assessing and reviewing the Plan (speech and Language therapy).
- Work in a multi-agency approach with the S.E.N.D team who will offer frequent visits and support and who will refer to other agencies for further advice. Any reports from the S.E.N.D team will be held in a confidential file in the Pre-school. **(General Data Protection Regulations (2018))**
- To support children who have additional needs our Admission policy is flexible.
- The layout of the environment and the resources will be kept under review in order to accommodate and support the need by making reasonable adjustments to ensure children are not discriminated against or harassed (Equality Act 2010).
- Having taken the Assess, Plan, Do review approach and the child has not made good progress we will consider requesting an Education, Health and Care assessment.
- A discussion will take place with the child's parents in order to notify the Local Authority and all information gathered will be used to inform Education, Health and Care Plans (EHC).

We provide the resources if possible to implement our S.E.N.D policy and we review and monitor our policy on an annual basis.

If a parent has a complaint with regard to our Special Needs policy they are encouraged to speak to the S.E.N.C.o for the Pre-school (Mary Pickering).

Our Special Needs Coordinator is Mary Pickering.

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All completed S.E.N.D documentation will be shared with the child's receiving school with parental consent only. (general Data Protection Regulations) 2018

All Preschool staff is aware of the approach to S.E.N.D in the Pre-school setting through meetings and briefings by the Pre-school Manager Mary Pickering.