



## SEND- Special Educational Need and Development Policy and procedures

We believe that all children have a right to a broad and balanced curriculum. Bumblebees pre-school welcomes all children whatever their individual needs and we believe in providing an all-inclusive setting. In order to achieve this we work closely with the parents/carers and outside agencies where necessary.

We aim to identify any difficulties a child may have and work with parents/carers to address those difficulties. When a parent/carer first makes contact with the Pre-school, we will try to ascertain if a child has any SEND, we will then work with them and any outside agencies they may have contact with to ensure that the child has a smooth transition in to pre-school, this may include staff making home visits and/or the child attending a taster session to get to know the staff and the environment. In certain circumstances children may require additional resources or additional support, if this is the case the designated SENCO should be able to help with this.

### **How we support children with Special educational needs or disabilities (SEND)**

Our Special Educational Needs Co-ordinator (SENCO) is Jackie Turner and she:

- Assists in identifying any difficulties a child may have
- Helps plan approaches and strategies
- Keeps parents/carers in touch with progress on a regular basis (this can be done at formal or informal meetings)
- Reviews the SEND policy each year and is aware of new legislation
- Knows about outside agencies who can help
- Make sure records are kept up to date about children's progress and any outside agency involvement.

Our SENCO undertakes a three year SENCO refresher course or sooner if new legislation is coming into being. She attends training in relation to specific needs i.e. autism training or speech and language and attends regular cluster meetings to share approaches and ideas. She assists the key person of SEND children to access training to support any children they are caring for.

### **Identifying SEND and taking action.**

With regard to the identification of all children's strengths and weaknesses:

- We use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. We observe the progress that all children make in the prime and specific areas of



learning and note any child who appears to be having difficulties in any of these areas of learning.

- We record a child's progress and share it with parents/carers on a regular basis.
- If we feel that a child needs something additional to or different from our usual provision, we will discuss this first with the parent/carer and will implement a gradual approach with four stages of action: **assess, plan, do and review**. This plan should be reviewed regularly.
- We will plan ways in which parents and carers can also support their child's progress at home.

If with the resources normally available to us, we feel that a child is still experiencing difficulties and his or her needs are still not being adequately met, we can request further support and advice through our named support professionals.

- This may for example involve one or more of the following: Early years support workers, educational psychologists, specialist health visitors and speech and language therapists.
- The SENCO will liaise with outside agencies to draw up strategies during an EY inclusion/review meeting.
- The SENCO will organise review meetings with any involved outside agencies, parents/carers and key persons to monitor and evaluate progress.
- If a child has not made expected progress after initial support has been put in place, the pre-school will consider requesting an **Education, Health and Care needs assessment**.

### **Planning support for children with SEND**

We endeavour to provide an inclusive environment by:

- Making sure that our medium and short term planning and continuous provision also contain approaches and activities for ensuring the progress of these children who have SEND.
- Differentiate our activities so they are achievable by all children and that all children experience success and gain confidence.
- Adapting our materials and teaching styles to deliver our learning including drawing up risk assessments for individual children if necessary.
- Monitoring how each child with SEND learns, through the key person approach.



### **Transition of children with SEND**

SEN support should include planning and preparing for a child's transition to another school or setting. This may be a review of the support given to a child at the pre-school or an EHC plan. To support the transition, the pre-school will share information with the reception class teacher of the chosen school, with parents' permission being sought before this will happen.

### **Premises**

Our pre-school is a purpose built building on one level and suitable for wheel chair access and walking frames. We have a toilet for the disabled, nappy changing facilities and easy access to two garden areas.