

Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.



Somerset County Council

LADYBIRDS PRE-SCHOOL

OFSTED REGISTRATION NUMBER: EY481792

Supporting children with special educational needs

Statement

At Ladybirds Pre-school we are committed to providing an accessible, welcoming and stimulating environment where all children and their families are welcomed and supported. We intend to maximise inclusion and the entitlement of all children to experience a broad and varied curriculum.

Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students and all staff. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups; Travellers; and any other diverse cultural groups.

It also includes those with English as an additional language and Looked After Children.

Those with specific medical needs; suffering from low self-esteem; or experiencing mental health difficulties are also included.

It also incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

Aims

We recognise children's uniqueness and aim to support the individual needs of each and every child recognising their rights and raising awareness, ensuring that Inclusion and Equal Opportunities are put into practice.

- We have regard for the DfES Special Education Needs Code of Practice (2014)
- All children have a right of full access to Early Years Education and care through the Early Years Foundation Stage Curriculum. (EYFS)
- All children have a right to expect to learn in a caring and considerate environment where the staff and the children are all valued for their contribution to pre-school life.
- The pre-school is committed to the early identification of children with Special Educational Needs (SEN) and to adopting clear and open procedures which are outlined in this policy.
- The pre-school is committed to working closely with parents who are fully involved in all decisions that affect their children's education and other professionals/outside agencies
- The pre-school will provide, within available resources, the highest possible quality support and inclusive education for children with SEN.
- We will monitor and review our policy, practice and provision and, if necessary, make adjustments.

Methods

We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

Ladybirds SENCO is Claire Mitchell:

The role of our Special Educational Needs Co-ordinator:

- Works with other staff to agree and implement the Inclusion Policy
- Co-ordinates the Special Educational Needs provision within our setting
- Offers support for parents
- Supports staff development
- Liaises with other agencies
- Keeps appropriate records
- Assists staff in making observations and assessments
- Assists staff in planning for children with Special Educational Needs
- Contacts our Area SENCO at an early stage for informal advice and support

Admissions Arrangements

All children are welcomed and admitted into our pre-school according to our admissions policy. Relevant information will be collected from the child's parent/carer so that we are able to include the child fully within the pre-school. A preschool entry meeting will be made with the area senco, and other professionals already involved to support the child's developmental needs and care.

After this consultation any reasonable adjustments to our setting, which are felt necessary to allow us to meet the needs of the child, will be made. It may also be necessary for the preschool to ensure that the correct equipment, staffing needs and training is in place for a child's specific needs prior to admission.

Partnership with Parents and Carers

We work closely with all parents/carers as we recognise that parents are the primary educators of their children; they influence their social and emotional development and play an important role in their learning and education.

Where children with special educational needs and/or in need of social inclusion are concerned this is even more important. We respect and aim to meet the differing needs that parents may have themselves. Parents/carers are consulted at every level of intervention and we encourage parents to share information about their child and to be involved in shared record keeping and in drawing up individual educational plans. Procedures should be explained to parents in order to develop a close working relationship and so parents can be made aware of the targets being set for their child. Parents should be offered advice about how they can work with their child at home if they so wish. The effectiveness of any intervention will depend upon the level of involvement of parents. Consultation with parents is made informally on a daily basis as well as at parent consultations (once a term). Additional consultation is made at either the parents or the pre-schools request at a mutually convenient time.

We will also provide parents with information on sources of independent advice and support.

We ensure that children with special education needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

Identification and Assessments.

Our setting recognises the importance of early identification of special educational needs as outlined in the Special Educational Needs Code of Practice, (20014), and we aim to achieve this by;

- Carrying out regular observations in the pre-school setting of all children.
- Having regular discussions with all children's parent/carers. These take place informally at the beginning and end of sessions and more formally in our termly parents consultations.
- Systems are in place for planning, implementing, monitoring, evaluating and reviewing all plans and IEPs

Links with support services and other agencies

We recognise that to provide a fully inclusive and supportive environment there is a need when considering Inclusion/SEN to work closely with the full range of support services and external agencies. We are committed to this approach as we believe that linking with others on inclusion issues and exchanging information is in the best interests of the children. Parental consent will always be obtained before children are referred to other professionals or before records are shared or transferred. Where consent is not given we will strive to have on-going dialogue with parents and to work to meet the child's needs.

Funding

If your child needs are considered to be requiring extra support we may be able to apply for additional funding to be used towards training staff, purchasing equipment, or additional staff to provide 1 to 1 support.

Facilities

We aim to provide equality of opportunity for all children and adults to make use of the varied facilities available at our setting.

Ladybirds preschool is a self-contained area and is accessible for wheelchairs.

We provide a range of learning opportunities both inside and outside, to enable all children to access the 7 areas of learning contained within the Early Years Foundation Stage Curriculum. We will make reasonable adjustments to our policies, practices and procedures in order to allow equality of access and to avoid putting pupils with special needs at a substantial disadvantage, this may include providing auxiliary aids and services and making physical changes bearing in mind the limitations of our premises.

Staffing

We have a high staff/ pupil ratio within our pre-school with never more than 8 children to each adult, and the 2 year olds always have a ratio of at least 1:4 working with them. All members of staff are aware of the individual needs of children so that consistency and continuity of care can be provided. Where staff have been appointed to work individually with children with specific individual needs they will be over and above the staffing levels required by OFSTED.

Training

We are committed to providing continuing staff training with regards to inclusion and special needs issues. Our SENCO attends area SENCO training meetings whenever possible and feeds information from these back to other members of staff.

Curriculum

We aim to ensure that all children have equality of access to the early years foundation stage curriculum. Our plans reflect the children's own interests and home life and also broaden their experiences to celebrate the diversity of the World around us, and will also identify support and extension areas.

Resources

We run a continuous provision setting, which means that a majority of our resources are out every day and therefore, always be available to children. Our resources support learning in all 7 areas of the Early Years Foundation Stage curriculum and are appropriate to the developmental stage of the children in the setting. Our resources reflect a variety of cultures and life styles and posters and books depict cultural diversity. We consider it important that our resources promote a positive self-image for all children and adults within our setting. Our resources are regularly reviewed and updated as the budget allows. Children with individual needs may require modified or specialist resources and wherever possible these will be provided. Some resources are borrowed from families or toy libraries.

Transition into school.

We endeavour to work closely with local schools in order to provide a smooth transition for our children into school and to share good practice. Our manager regularly attends cluster group meetings with teachers from local Infant and pre-school's, which support and develop good transition arrangements. Children usually attend an introductory session in their new school in the term prior to them leaving our pre-school, and also have the

opportunity to visit with their parents. Local schools will usually attend pre-school at this time as well to meet the children in a familiar setting. Where a child has been identified as needing additional visits these are arranged in consultation with the parents and the school.

We liaise closely with local schools, to them to assist in the transition and continuity of care for all children attending our pre-school. Where children have more complex needs the feeder schools are given information in advance, with the parent's permission, so that provision can be made in the school's budget. If there are outside agencies involved they may be involved in the discussions with the schools or will also be consulted so that their input can be included. This will be done through a school entry plan meeting.

Complaints regarding SEN Provision

Complaints will be dealt with in accordance to the Pre-Schools complaints procedure.

This policy was adopted by : Ladybirds Pre-school

On: 8th June 2016

Signed: Claire Mitchell (manager)