



## Special Educational Needs and Disability Policy

Beckside Pre-School is committed to making our setting inclusive and accessible to all children and to making sure that children are able to reach their full potential. All children have the right to the Early Years Foundation Stage and all staff have a duty to meet the needs of all the children attending the setting.

We have regard for the Special educational needs and disabilities code of practice: 0 to 25 years and the action we should take to meet our duties in relation to identifying and supporting all children with special educational needs (SEN), whether or not they have an Education, Health and Care (EHC) plan.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### Improving outcomes:

High aspirations and expectations for children with SEN

5.1: All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

### Special educational needs and disability (SEND)

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

The [SEND Code of Practice 2014](#) and the [Children and Families Act 2014](#) gives guidance to health and social care, education and local authorities to make sure that children and young people with SEND are properly supported.

### When a child or young person has special educational needs

(1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection when of compulsory school age (or would be likely, if no special educational provision were made).

(4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

**We aim to foster an environment where all children are:**

- Seen as children first
- Listened to and the voice of the child is valued
- Fully accepted and involved in all activities
- Encouraged and enabled to be as independent as possible
- Respected when care is of a personal nature

**In order to meet the needs of all children, including those with special educational needs and/or disability, we consider the following issues:**

- Voice of the child
- Working in partnership with parents/carers and professionals
- Access
- Quality learning opportunities (planned and differentiated)
- Staffing levels - making sure these are adequate to meet a child's needs
- Training of staff
- Resources and equipment
- Challenging stereotypes and promoting positive attitudes amongst all children and staff
- Individual programmes, monitoring of progress and record keeping

Beckside Pre-School will endeavor to ensure that all children are treated with equal care and respect and encouraged to take part in a range of opportunities and experiences. We will assess the specific needs of any child and take the relevant steps to adapt our facilities and activities to meet the needs of everyone.

Where a member of staff has concerns about the development of a child in one or more areas, this will be discussed with the child's parents/carers in partnership with the SENCO in order to decide on the best way to meet the child's current needs. If appropriate, an individual support plan may be set up for the child, which will be reviewed on a regular basis.

**Beckside Pre-School will ensure that:**

- Reasonable adjustments have been made to the indoor and outdoor environments to ensure access for all
- Staffing arrangements meet the needs of individual children;
- Policies are available to parents and are consistent with current legislation;
- Children with special educational needs and disabilities have equality of access to facilities, activities and opportunities;

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- Regular liaison is maintained with parents/carers and other professionals
- Practitioners and parents support each other to understand a child's learning and development, recording and planning appropriately allowing continuity between the setting and home.
- Ensure access to Key Person/SENCo for regular discussions both formal and informal. We have a designated area for confidentiality if required. We operate an open-door policy.

#### **The role of the Special Educational Needs Coordinator (SENCo)**

We have a named Special Educational Needs Coordinator (SENCo). The SENCo is responsible for monitoring the needs and progress of children with SEN. The SENCo will ensure that liaison takes place with parents/carers and with appropriate professionals as well as ensuring that the setting is up to date with current legislation and practice.

Our named SENCo is: Helen Kendall

The SENCo is responsible for:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting

#### **Admissions arrangements:**

- All children, including those with identified special educational needs and/or disabilities are admitted to the setting following discussions with parents/carers.

#### **Partnership with Parents/Carers**

Parents/carers are kept fully informed about their child's progress and any concerns. Any programmes of work are shared with parents and they are encouraged to support their child's learning at home. Review meetings are held each term, but staff are available to talk to parents informally on a daily basis. The parent's views of the child are central to all programmes of support and in documenting the child's learning and development.

#### **Links with other agencies or professionals**

Prior to children's admission we will liaise with local Health Visitors, Speech and Language Therapy Service, Physiotherapy/Occupational Therapy Service/Portage Service and any other relevant agencies to ensure their involvement as/when appropriate.

#### **Transition**

We recognise the importance of a smooth transition into full-time education for our children with special educational needs and staff aim to develop and maintain close links with local primary and special schools. Receiving staff are encouraged to visit individual children at Becksid Preschool & Nursery before general pre-

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school visits. For children with an Education, Health and Care plan, the class teacher and/or support staff will be encouraged to spend as much time as possible alongside the child in the setting before transition

We do not contact other professionals about a child without parental consent unless there are concerns about child protection.

*This policy has been adopted by Beckside Pre-School & Nursery*

Date: December 2021

Review Date: December 2022