**Special Educational Needs and Disability Policy (SEND)**

**Aims and objectives**

At Barking Pre-School the emphasis of our Special Educational Needs Policy is on the early identification of any difficulties a child may have.

We provide a wide range of differentiated activities to meet individual needs as planned by the child’s key person through the Early Years Foundation Stage framework (EYFS)

We aim to develop good relationships with parents/carers and will consult them if we feel a child would benefit from additional support and activities.

**Lucy Glendinning is the Special Educational Needs Co-ordinator (SENco)**

The role of a SENco entails:-

* To ensure all practitioners in the setting understand their responsibilities to children with SEN and the settings approach to identifying and meeting SEN
* To liaise with the child’s parent/carer and other professionals who may be involved- keeping up to date all known information on the child.
* To advise and support other practitioners in the setting, ensure that they are familiar with the SEND policy, and provide relevant training as required.
* To ensure that appropriate recording keeping, observation and assessment procedures are in place and up to date.
* To ensure appropriate differentiation is in place, IEP’s or PLOD targets are being implemented and that the children’s progress and records are reviewed on a regular basis.

**Admissions**

At Barking Pre-School we welcome all children and their families. We gather as much information at an early stage to ensure all children’s needs are met before joining the setting to enable a smooth settling-in period. Children and their families are encouraged to visit the setting prior to starting to get familiar with the environment and meet staff, this can be as done as often as needed.

**The Learning Environment and Specialist Facilities**

Barking Pre-School is set in a village hall which is all on one level with double doors and a amp to the cloakroom and toilets including an accessible toilet.

All staff has a vast and varied experience in children. 5 staff are trained in Makaton Signing. Specialist courses have been attended – Speech and Language Disorders in Children, Attention Deficit Hyperactivity Disorder. All staff is trained in First Aid.

Barking Pre-School has excellent resources, many of which are inclusive to children with additional needs. They include a selection of puppets and persona dolls, large print and tactile books and a vast amount of resources to promote speech and language.

We use a visual timetable with photos of the setting and symbols. A choice board and visual instructions are used to support children

**Identification and Assessment**

Through the EYFS framework each child is allocated a key person who will observe and plan for the child’s individual needs and recording any achievements in a Learning Journey document for that child. From the observations made it may become apparent that a child is not making progress either generally or in a specific area of development then these concerns will be discussed with the Manager/SENco before discussing with the parent/ carers working together to establish the support the child needs. Alternative approaches and strategies will be put in place and recorded in the child’s Learning Journey. We then follow the Graduated Approach of Assess, Plan, Do and Review.

**Graduated Approach**

**Assess**

During the course of every day practice, a key person will observe individual children’s progress. Making observations and summarising the child’s developmental progress regularly. If any changes in progress or difficulties are identified then the SENco and Manager will be informed.

**Plan**

If it is decided that a child requires additional SEN support then parents/carers will be notified. Together an action plan will be agreed with targets and desirable outcomes and how all staff and parents will support the child. These will be recorded in the form of an Individual Education Plan (IEP) or on a Possible Lines of Direction (PLOD) sheet. An IEP/PLOD sheet shows the targets, strategies, resources and activities that will be used and how often within the setting by the key person and other staff to help the child develop. The key person will plan for these activities to be incorporated within the weekly plan and on a daily basis around the child’s needs.

**Do**

All staff are made aware of the child’s targets and the SENco and key person will oversee that the time is being used effectively in supporting the child in meeting their targets and that the child’s needs are being met and fully inclusive. Parents will be given guidance and support on strategies to use at home.

**Review**

When the Action plan is put in place a review date will be agreed by the SENco and parents. At the review the effectiveness of the plan and progress made will be discussed and recorded. New strategies and targets will be put in place if necessary and the cycle begins again. With parents’ permission other professionals may be requested for support or a referral made.

**Complaints**

All complaints regarding SEND matters will be dealt with in a professional, understanding manner. These complaints will be dealt with as stated in our complaints policy.

**SEN training**

If a child attends with a particular need then staff will endeavour to attend a training course if applicable or research the condition to ensure they have good understanding of the child’s needs.

All staff attends regular courses in all areas of development. The SENco attends all additional SEND meetings to be kept up to date. Staff meetings are held regularly and in-house training is done when needed.

**Monitoring and evaluation**

This policy is reviewed yearly and will be adapted to meet new guidelines as they occur in line with the EYFS and SEN Code of Practice.

Policy updated September 2014 in line with the SEND Code of Practice 2014 (0-25 years)

Signed: …………………………………………………… Date: ……………………….

Chairperson