



SEAMER PRE-SCHOOL'S
LOCAL OFFER TO SUPPORT CHILDREN WITH
SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES
(SEND)



The purpose of this document is to enable parents and carers to see clearly how we as an Early Years Provider support children with SEND.

OUR POLICY

We support children with special educational needs by providing an environment in which all children are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments
- We have a designated Special Educational Needs Coordinator (SENCo), who is Ginny Wilkinson, the Pre-school Manager.

IDENTIFYING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- On induction to our Pre-School the SENCo and parents share information about the strengths and needs of the child to create a positive partnership.
- Families will be supported for as long as it takes for your child to settle. We want your child to feel happy and safe with us.
- Each child has a key person who works closely with your child and the family and may identify a possible individual need.
- On-going observational assessments are made of all children and are linked to the Development Matters ages and stages of development (as outlined in the Statutory Framework for the Early Years Foundation Stage).
- We undertake a 'progress check at age 2' which supplies parents/carers with a short written summary of their child's development.
- Reports from health care professionals may identify a child's individual needs and we will include these in your child's learning and development.

SUPPORTING CHILDREN WITH SEND

- Our SENCo (Ginny) will work with all our staff to ensure provision is relevant and appropriate.
- We use the 'graduated response system' for identifying, assessing and responding to children with special educational needs. This means using step-by-step approach

through the various levels of intervention which are Early Years Action, Early Years Action Plus, Statutory Assessment/Statement.

- SENCo (Ginny) will explain how children's individual needs can be met by planning support using a written Individual Learning and Provision Plan (ILPP) or Health Care Plan.
- The child's key person will oversee the ILPP targets.
- ILPP targets will be reviewed and new ones planned by the child's key person, SENCo (Ginny) and parents.
- We access additional support from other professionals where necessary.
- SENCo (Ginny) will work with all other staff to ensure implementation of the ILPP and continuity of care and education by everyone.
- We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of your child's progress.
- Learning Journeys are available to view at any time and may be borrowed to take home.
- All documentation is kept in the child's file in their drawers and the room door is locked at the end of each day to ensure confidentiality.
- A delegated inclusion budget for SEND provided by North Yorkshire Education Authority allows us to provide certain resources when needed.
- Further inclusion funding can be applied for to support your child.
- Our SENCo has completed specific SENCo training and also attends Network Meetings each term to keep up-to-date.
- Staff, have attended training linked to specific needs and will attend further courses if required.
- The child's key person where possible will be in the sessions your child attends, fostering a relationship with and understanding of your child, and if this is not possible, the SENCO (Ginny) would be present.
- Our SENCO (Ginny) is also our practitioner for behaviour management, and can offer advice and strategies to cope with unwanted behaviour.
- If at any time you are unhappy with an aspect of our provision or practice we would ask that you come to us to discuss the matter to see if it can be resolved. If you are still unhappy, our Complaints procedure is displayed on our web site, and you will have received a copy in your starter pack. Ofsted's contact details are also displayed on the noticeboards.

HOW ACCESSIBLE IS THE SETTING ENVIRONMENT?

- If you are a parent who does not have English as your first language, we can involve another family member who speak English, or if possible arrange for an external interpreter.
- Signs and posters around the setting are used with pictures to direct children and adults.

- Accessible toilets and changing facilities are available, and we will explain the limitations of the building we use to you on your visit and make any changes to adapt our facilities where possible.
- We provide multi-sensory activities as part of our planning.
- Policies are updated regularly and are available for parents on our website, copies are readily available within Pre-school.
- Resources are easily accessible by the children who have free choice.

WORKING WITH OTHER PROFESSIONALS

- We have regular contact with the following professionals:

Area SEN

Early Years Advisory Teacher

Health Visitor

Speech and Language Therapist

Local Children's Centre Staff (parent support advisors)

- Advice from professionals in other areas maybe sought as a need arises, such as:

Child Development Centre (York Hospital)

Physiotherapist

Occupational Therapist

There are many other professionals who we can contact regarding a child's specific individual need

Further Information

- The key person is always available for advice and support in the first instance. There is a list of every child and who their keyworker is within the playrooms.
- Our Manager and SENCo (Ginny) is available to offer advice.
- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and others.
- If your child's need has been referred to a specific team we will be able to support parents in accessing their services.
- Family Information Service – online information.

MOVING ON TO SCHOOL/OR ANOTHER SETTING

- We will hold transition review meetings to plan transition for your child into school/setting. As well as parents and pre-school staff, these could include foundation stage school teachers, school SENCo, receiving setting staff and relevant professionals.
- We will share all documentation such as ILPPs, Health Care Plans, early years assessments, observations.

- We will invite receiving school/setting to visit our Pre-School to familiarise and observe the child and to share information in partnership with parents.

We operate an open door policy and all staff welcome your family to visit our Pre-school. We will aim to work together to include any child with Special Educational Needs and Disabilities.

October 2013

V.Wilkinson