



Registered Charity No: 1128799

Hollies Pre-school

Special Educational Needs Policy

Last reviewed September 2018
To be reviewed August 2022

The Hollies Special Educational Needs Policy

Our Aims and Ethos

We welcome the inclusion of all children whatever their individual needs may be. All children have the right to achieve and develop to their full potential. We believe that having an inclusive policy benefits all children, and is a positive experience that reflects the diversity of our community.

We Aim

- To value all children equally and to provide opportunities for equal access to the curriculum;
- To plan our curriculum to meet the needs of individual children;
- To recognise that some children will need additional support to ensure access to the whole curriculum;
- To recognise the importance of early identification and assessment of children with additional needs, and work within the code of practice;
- To work in partnership with parents/carers, valuing their views and knowledge and keeping them fully involved in their child's learning experience;
- Ensure reasonable adjustments are made;
- To work collaboratively with other agencies to meet the child's individual needs where necessary.

The Co-ordination of Provision for Children with Additional Needs

There is a named Special Educational Needs Co-ordinator (SENCO) at the Hollies.

The role of the SENCO is as follows:

- To support the children with practical measures;
- To monitor and review the practical intervention;
- To support other members of staff;
- To co-ordinate the planning for individual needs;
- To liaise between the setting and any other professionals involved;
- To liaise with, and support parent's/carers;
- To attend training as necessary to keep up to date with policies and current issues, and share this information with all staff.

Admission Arrangements

The Hollies is committed to working with all children to meet individual needs. We will not exclude any child on the grounds of their additional needs, and will strive to meet their needs and remove any barriers that may arise.

A meeting will be held with the parents/carers before they are due to start at The Hollies. Any professionals already working with the children will be invited to attend the setting to meet with the child's support worker(s), when permission has been sought from the parent/carer.

Identifying Special Needs and Early Intervention

All children are given time to settle in and become familiar with their new surroundings and routines. If staff have any concerns about a child they will pass these on to the SENCO, who along with the key person will observe the child and assess their needs

Staff will work together in partnership with parents to formulate strategies to support the child. The SENCO will take the lead in co-ordinating any additional support for individual children, and will implement the graduated approach as stated in the SEND code of practice.

Within our setting, for every child with a Special Educational Need, an Early Learning Plan (ELP) will be written. This will be documented using forms, 'What we are planning to do' and 'Provision plan' (if applicable). This will be reviewed regularly by the child's key person with parents and any outside agencies that contribute to the care and education of the child. The child's progress is monitored and next steps recorded.

Transitions

When children move on to another setting we pass on information and records to make the transition as seamless as possible. We would also arrange visits for the child and other professionals e.g. teachers if necessary to help with the transition.

Complaints

Any complaints surrounding our practice and provision of children with additional needs should be addressed using the complaints procedure in our policy document.

If you require any additional information on any area of our Special needs Policy please feel free to speak to the Manager or SENCO who will be only to glad to answer any questions you may have.

Policy Review

This Special Educational Needs Policy will be reviewed April 2017 or sooner if there are any changes to statutory requirements. Following each review all staff are expected to read the policy and sign to say they have read and understand it.

This policy was reviewed by the management committee September 2018

Name Debbie Moore-Grundy
Date

Role Manager / DSL

Signature

Checked and agreed by Jennifer Kelly.
Date

Role Director

Signature