**Special Educational Needs Policy**

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| **A Unique Child** | **Positive****Relationships** | **Enabling****Environments** | **Learning and****Development** |
| **Identify need for additional support** | **Supporting children****Sensitive & Responsive to children’s needs** | **Value all people** |  |

**Statement of Intent**

At Squirrels Pre-School we firmly believe that through inclusive practice all children should have the chance to develop a comprehensive range of skills, knowledge and attitudes that they need as fundamental’s for life now and in the future. We recognise that children develop and learn in different ways and at different rates and we promote the learning and development of all children including those children who need additional support or have particular needs or disabilities.

*(Statutory Framework for the Early Years Foundation Stage 2024)*

**Aims**

We aim to use a wide range of teaching strategies based on individual children’s learning needs, and will observe, monitor and record as appropriate, liaising with other professionals when necessary, to make sure that we are offering effective provision for children with Special Educational Needs.

We aim to develop a partnership with parents and will always consult with parents if we feel a child is having difficulties.

**Special Educational Needs Co-ordinator (SENCO)**

The name of our Special Educational Needs Coordinator (SENCO) is **Nicola Appleyard**. Deputy Senco is Kay Clements. The SENCO’s role is to:

* Identify SEN and disabilities, and apply a graduated approach to identify and meet children’s needs.
* Liaise with parents, staff and other professionals such as Area SENCOs, speech and language therapists and local early intervention teams in respect of children with Special Educational Needs.
* Attend relevant training to keep skills and knowledge up-to-date.
* Refer children who are not progressing to the local authority.
* Work in partnership with staff to ensure each child has an effective means of communication*.*

*(SEN Code of Practice 2015)*

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**Keyperson**

The keyperson will endeavour to build a secure and caring relationship with individual children and their parents. They will bring any concerns to the attention of parents and the SENCO and will work together to plan appropriate action, implement support and plan suitable interventions.

**Admissions**

Our admissions policy is that all children are welcome, in keeping with the Equality Act 2010, and we will endeavour to provide reasonable adjustment where possible in order to meet each child’s needs. We would ask that parents meet with us if their child has a special educational need, in order for us to gain information enabling us to plan for their admission and how we can provide most effectively for that child.

**Specialist facilities and staffing**

We have a ratio of 1:8 (1:5 with children aged 2 years), and staff are deployed to work with individual children as appropriate.

We have a level site with easy disabled access, and can provide a wide range of equipment to serve individual needs.

We have regard for the SEND Code of Practice 2015 on the Identification and Assessment of Special Educational Needs. We have adopted a graduated approach to support children with additional needs within the setting as follows:

If staff or parents feel concerned that a child who, despite receiving appropriate early educational experiences:

* Is making little or no progress
* Has persistent emotional or behaviour difficulties
* Has sensory or physical problems
* Has communication and/or interaction difficulties

He/she will at this stage be entered onto the SEN Register and in consultation with parents the SENCO will devise Individual Targeted Support for the child. This will be reviewed regularly.

If staff or parents feel that despite this support the child is not making

appropriate progress then we will involve external agencies for advice and support.

Parental consent is needed before this can be done.

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If specialist provision is needed to meet a child’s needs it may be necessary to obtain an Education, Health Care plan from the local authority.

**Planning for Inclusion**

 Our curriculum (with access to the Early Years Foundation Stage 2024) is inclusive of

children with special educational needs as follows:

* Using alternative and augmentative communication, including signs and symbols.
* Using visual and written materials in different formats, including large print and symbol text, using information (ICT), other technological aids and recorded materials.
* Using materials and resources that children can access through sight, touch, sound and smell
* Increasing childrens knowledge of the wider world by using descriptions and other stimuli to extend their experiences and imagination

We plan for full participation in learning and in all physical activity through:

* Providing additional support from adults – when needed
* Adapting activities or environments, providing alternative activities, and using specialist aids and equipment where appropriate

We help children who have particular difficulties with behaviour to take part effectively through:

* Setting reasonable expectations that have been discussed with the child and with parents and carers, establishing clear boundaries and appreciating and praising children’s efforts
* Encouraging and promoting positive behaviour, giving children every chance and encouragement to develop the skills they need to work well with another child or children
* Helping children to manage their behaviour and to value and respect their own contribution and that of others

Our learning environment provides the following opportunities for all children to be included in Squirrels as a whole:

Presentation, space and layout of Squirrels

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**Planning for Inclusion (cont)**

Appropriate noise levels/acoustics

Adequate lighting

Accessibility to areas and resources

Choices of activities

Opportunities and areas for quiet play

Practical and social rules

Appropriate staffing ratio and group size

Effective communication

The SENCO together with staff/directors/parents will aim to monitor and evaluate our SEN policy.

Squirrels appreciate that there may be occasions when parents are concerned about their children’s development. We hope that on these occasions it could be resolved by coming into Squirrels and talking to the SENCO. If this is not the case, a meeting can be set up between parents, SENCO and the Board of Directors. Confidential records of these meetings would be kept. SENDIAS (Special Educational Needs and Disability Information and Advice Support) can also be accessed to support parents. (Details can be found on the external noticeboard)

**Training**

We value the continued professional training of all staff in our setting. In particular the SENCO will attend county training courses for her professional development. The Senco will also identify training areas in relation to SEN for other members of staff as continuation of their professional development as appropriate. We offer a range of books and articles on special educational needs which are available for staff to refer to.

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 **Partnership with Parents**

We will always acknowledge and draw on parental knowledge and expertise in relation to their child.

* Focus on the child’s strengths as well as areas of additional need
* Recognise the personal and emotional investment of parents and be aware of their feelings
* Ensure parents understand procedures and are kept up-to-date on their child’s progress.
* Respect the differing needs parents themselves may have, such as disability or communication or linguistic barriers
* Recognising the need for flexibility in the timing and structure of meetings

(SEND Code of Practice 2015)

**Links with other Agencies**

We link closely with our main feeder school, Paddox Primary, and also will meet with other schools as appropriate to ensure smooth transitions. We liaise with other professionals to ensure we are all offering effective provision for children with special educational needs including Integrated Disability Services Pre-School Team, Area Senco, Speech and Language Therapists and Health Visitors.

Advice on an individual child will not be sought or given to another professional/agency without written parental consent.

This policy was adopted by the board of directors of Squirrels Pre-School Rugby Ltd

on………2nd October 2024……..

Signed on behalf of the Board of Directors…………………………………………………………..

Signed by Manager……………………………………………………………….

 Date of policy review ……………September 2025……….

Signed copy held in setting