

# **Special Educational Needs Policy and Procedures**

## **Introduction**

High Kirk Community Preschool is committed to the provision of a broad and balanced curriculum, which offers equal access for all children. We recognise that some children may have Special Educational Needs (SEN) and/or disability and we will endeavour to make necessary arrangements to provide for their individual needs. High Kirk Community Preschool is sensitive to the needs and feelings of children with SEN/disability and their families. We will ensure individual needs are recognised and addressed. Parent/carer(s) are encouraged to participate in their child's education and contribute to any plans that are made to meet a child's individual SEN/disability.

## **Aims**

- Encourage inclusive practices
- Promote a sense of belonging within High Kirk Community Preschool and the greater community
- Ensure that all children with SEN/disability have a positive self-image
- Work in partnership with parents whose role as their child's first educator will be greatly valued
- Early identification through professional observations.
- Take reasonable steps to ensure that a child's inclusion is compatible with efficient education of other children
- Ensure that no child with SEN/disability is treated less favourably or disadvantaged in any way in comparison to those who have no SEN/disability
- Work with external agencies to meet the needs of the child
- Provide a classroom environment conducive to learning
- Provide a classroom environment which is safe, secure, welcoming and nurturing
- Encourage children to develop self-confidence and a positive self-image by helping them reach their full potential, socially, emotionally, physically and intellectually
- Provide the resources necessary to support children with SEN/disability
- Develop a specific program, Individual Education Plan (IEP) to support the child's Progress. This includes writing targets and providing appropriate interventions
- Include the child and his/her parent/carer(s) when developing the IEP
- Monitor the child's progress on a regular basis
- Review the child's progress with the child and their parent/carer(s)
- Staff have high, but realistic, expectations of children with SEN/disability

## **Definition**

### **SEN**

The Code of Practice (CoP) for Special Educational Needs defines 'special educational needs' as:

"A learning difficulty which calls for special educational provision to be made"

The code adopts the definition of SEN as laid down in the 1981 Education Act and subsequently in the 1993 Education Act. Our aim is to ensure that “Special Educational Provision” will be made for any child who has a “Special Educational Need”. “Learning difficulty means that the child has significantly greater difficulty in learning than the majority of children his/her age, and/or has a disability which hinders his/her use of educational provision which is different from, or additional to, the provision made generally for children of comparable age.”

**(Code of Practice paragraph: 1:4)**

### **Disability**

“Someone who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities” **(Part 1 of Disability Discrimination Act 1995)**

### **Categories**

- Cognitive and Learning
  - o Mild Learning Difficulties
  - o Moderate Learning Difficulties
  - o Severe Learning Difficulties
  - o Profound and Multiple Learning Difficulties
  - o Unspecified Learning Difficulties
- Social, Emotional and Behavioural
  - o Social, Emotional and Behavioural Difficulties
  - o Attention Deficit Hyperactivity Disorder
- Communication and Interaction
  - o Speech and Language Difficulties
  - o Autism Spectrum Disorder
- Sensory Difficulties
  - o Severe/profound Hearing Loss
  - o Mild/moderate Hearing Loss
  - o Blind
  - o Partially sighted
  - o Multi-sensory Impairment
- Physical Difficulties
  - o Dyspraxia/Development Coordination Difficulties
  - o Cerebral Palsy
  - o Spina Bifida and/or Hydrocephalus
  - o Muscular Dystrophy
  - o Significant Accidental Injury
  - o Other Physical Needs
- Medical Conditions/Syndromes
  - o Epilepsy
  - o Asthma
  - o Diabetes
  - o Anaphylaxis
  - o Down’s Syndrome
  - o Other medical conditions/syndromes
  - o Interaction of Complex Medical Needs
- Other SENs

## **Management of SEN – Roles and Responsibilities**

### **Management Committee**

The High Kirk Community Preschool Committee will co-operate with the Leader to:

- Determine the SEN policy and approach

- Establish appropriate staffing and funding arrangements
- Maintain a general oversight of the Preschool's work in relation to SEN
- Ensure all relevant legislation is upheld
- Review the SEN policy annually

### **Preschool Leader**

- The Leader has responsibility for the day-to-day management for all of the Preschool's work, including its SEN provision and should keep Management informed and work closely with the SENCO
- Identify staff training needs and source opportunities for staff development

### **SENCO**

- Has responsibility for the day-to-day operation of the Preschool's SEN policy
- Co-ordinating SEN provision
- Maintaining the SEN Register, including records relating to individual children
- Respond to requests for advice from staff members
- Liaise with parent/carer(s)
- Liaise with external agencies
- Oversee all IEPs within the Preschool

### **Key Workers**

- Providing nurturing support through a key worker system
- Identify barriers to learning as they arise
- Assess needs of children with SEN/disability and keep appropriate records
- Planning and implementing appropriate IEP targets and interventions
- Monitoring and Reviewing IEPs
- Be sensitive to the needs of parent/carer(s) in understanding the process and plans designed to support their child
- Offer an 'open door' policy in which parent/carer(s) can speak to staff
- Offer an appointment to parent/carer(s) in order that they can speak in confidence
- Work in partnership with parent/carer(s) and the child
- Work in partnership with external agencies
- Attend relevant training and disseminate to team members
- Enhancing professional development
- Self- reflective practitioners

### **Parent/Carer(s)**

- Work in partnership with Preschool staff to support their child with SEN/disability
- Provide Preschool staff with relevant information to enable staff to develop an effective program of support
- Contribute to their child's learning by supporting the child's program of support/IEP (expressing their opinion as to their hopes etc and implementing strategies at home)

### **Children**

- Be active in their own learning
- Build their individual sense of self-esteem and confidence
- Express their thoughts, feelings and opinions in all matters relating to them

### **Other**

As a community based Preschool, we encourage people from outside our setting to enrich the children's learning experiences as part of our planned program. All such visitors will be expected to have regard for this SEN policy as they interact with in the setting.

## **Admissions**

High Kirk Community Preschool is open to every family in the community. We aim to provide a welcoming and nurturing environment for all children. We operate an equal opportunities policy and our admission arrangements for children with SEN/disability are consistent with the Preschool's general arrangements for all other children (see High Kirk Community Preschool Admissions Policy). Where a child has a statement of SEN we will work with other services and agencies regarding admission.

It is the policy of High Kirk Community Preschool to provide places for the integration of children with SEN/disability subject to:

- The view of the child's parent/carer(s)
- The ability of the Preschool to meet the child's needs
- The efficient education of the other children in the setting being assured
- The efficient use of resources

This is in line with SENDO legislation.

If a child has been identified as having SEN/disability we will work in partnership with the parent/carer(s) and any external agency providing support to the child.

## **Special Facilities and Resources**

### **Accessibility**

- Children with SEN/disability have access to all areas of the building
- Building on ground level
- Disabled toilet
- Spacious playroom with mobile equipment and resources to facilitate easy access throughout the learning environment
- Meeting room for consultation with parents and other professionals
- Calm area

### **Equipment and Resources**

There is a well-equipped SEN resource base that includes toys suitable for children with developmental delay, sensory needs, behavioural and language and communication difficulties.

### **Annual Report**

The Leader and SENCO report each year on SEN provision within the setting at the AGM/Management Committee

## **Identification, provision, monitoring and evaluation of SEN procedures**

### **Identification**

We seek to identify children with SEN/disability as early as possible through our professional judgement supported by observations and assessments. We also take into account information provided by parents and external agencies. Within our setting we work within the best practice guidance provided in the five stage approach outlined in the Code of Practice.

## **The Code of Practice – 5 Stage Approach**

### **Stage 1**

The key worker identifies the child's needs and informs the SENCO. This concern is shared with parent/carer(s), explaining how it is presenting and outlines the support which will be put in place. With parental permission the child's name is placed on the SEN register. The Key worker continues to observe and record information.

### **Stage 2**

The key worker, in conjunction with the SENCO identifies priority area/s for support. The key worker seeks parental permission to place the child on the SEN register. A programme of support (IEP) is developed and shared with the parent/carer(s) and takes into account

the parent/carer(s) and child's views/wishes. The setting and parent/carer(s) share the responsibility of implementing the IEP to ensure a consistent approach and enhance opportunities for the child to develop. This is monitored regularly and reviewed at an agreed date. The stage 2 review takes place in consultation with the setting staff (keyworker and SENCO) and parent, taking into account the child's views. The focus of this is to address the child's progress. There are a number of outcomes:

1. The child has made progress and is removed from the register or is moved to Stage 1.
2. The child has made satisfactory progress and continues at stage 2 and a new IEP is developed.
3. The child is receiving support from outside agencies and requires additional support in setting, moves to Stage 3.

### **Stage 3**

The key worker and SENCO continue to work together providing support but take advice from external agencies supporting the child. With parental permission the child is placed on the SEN register. Setting staff and agencies work together to develop a program of support (IEP). This is shared with the parent/carer(s) and takes into account their and the child's views/wishes. The setting, parent/carer(s) and outside agency/ies share the responsibility of implementing the IEP to ensure a consistent approach and enhance opportunities for the child to develop. The IEP is monitored regularly and reviewed at an agreed date. The stage 3 review takes place in consultation with the setting staff (key worker and SENCO), parent and outside agency/ies, taking into account the child's views. The focus of this is to address the child's progress. There are a number of outcomes:

1. The child has made progress and is no longer receiving support from outside agency/ies. The child is removed from the register or is moved to Stage 1 or 2.
2. The child has made satisfactory progress and continues at stage 3, receiving support from outside agency/ies and a new IEP is developed.
3. The child's progress is minimal/inadequate and following consultation with outside agency/ies, a request is made for Statutory Assessment.

### **Stage 4**

In some cases a setting will conclude that the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the setting.

#### **(Supplement to the Code of Practice Paragraph 4.64)**

Following an application to the Education Authority (EA) from an outside agency, the EA will consider the request to stage 4. Statutory Assessment is not guaranteed. Statutory Assessment will not always lead to a Statement of SEN.

### **Stage 5**

The child is awarded a Statement of SEN. This may entail a provision of support to meet the needs of the child. The SENCO and key worker, in conjunction, develop an IEP, taking into consideration information from documentation relating to the child's Statement. Throughout each stage the staff will work in partnership with the parent/carer(s) and the child. It is recognised that a consistent approach between home and setting will have a greater impact on the child's ability to progress. At each stage staff will continue to make observations and record information to support the child. IEPs will be monitored regularly and reviewed periodically. The Leader and SENCO will seek advice from outside agencies and address any additional training needs that staff may require at any stage of the Code of Practice.

### **Annual Review**

The Annual Review should gauge the pupil's progress towards meeting the objectives specified in the Statement, review the special provision, including placement and consider the appropriateness of maintaining the Statement of SEN. The SENCO, key worker and Educational Psychologist, representative from the 'Trust' and parent/carer(s) will attend an

Annual Review meeting or provide relevant documentation/information relating to the child's progress.

### **Record Keeping**

The **SEN Register, Records of Concern (stage 1)**, IEPs, Statements, Assessments, pupil files and records of meetings, staff support advice and training records will be stored in a locked filing cabinet which the Leader, SENCO and key workers can access.

### **Monitoring the Progress of Pupils with SEN/disability**

The staff of High Kirk Community Preschool monitor IEP targets we set for children to ensure progression and carefully observe how they are working towards them. This helps inform our future planning for the child.

### **Evaluation of our Procedures for SEN/disability**

As professionals we consider the extent to which the quality of our provision for children with SEN/disability has impacted positively on their learning and strive to address and identify aspects.

### **Professional Development and Partnerships**

#### **Professional Development**

- The Leader will oversee the professional development of all staff in consultation with the SENCO and Management Committee
- The Leader will source training opportunities when required by children's individual needs or by a staff appraisal
- Staff also avail of additional training provided by the Northern Childcare Partnership
- Staff who attend courses will disseminate and share knowledge with the other staff members
- Records will be kept of all staff training (staff training folder and individual portfolio)
- Staff are responsible for maintaining their Individual Portfolio Qualification/Experience of staff

Staff have undergone extensive training through the SEN Capacity Building Project

- Self-Evaluation and Action Planning for SEN and Inclusion in the Preschool Setting
- The Code of Practice and the Identification and Assessment of SEN
- Introduction to Mental Health and Wellbeing
- Understanding and Managing the Child with Social, Emotional and Behavioural Difficulties in the Preschool Setting
- Assessment within a Problem Solving Framework
- Individual Education Planning for the Child with SEN
- Supporting the Child with Speech, Language and Communication Difficulties in the Preschool Setting
- Understanding the Child with Autistic Spectrum Disorder/Social Communication Difficulties
- The Structured Conversation
- A Framework for Local Partnership Working
- Supporting Transitions in the Early Years
- Special Educational Needs Roles and Responsibilities
- Special Educational Needs Policy Guidelines
- Play and the Child with SEN
- A Model for Small Group Working in the Preschool Setting
- Making visual resources using Boardmaker
- Jenny Mosely Quality Circle Time Training
- Managing Multi-Agency working in the Preschool Setting
- Achieving Improved Partnership Working with the Parents of children with SEN
- Applying the SEN Framework within the Preschool setting

## **Partnerships**

### **Internal Partnerships**

- The Leader meets with the SENCO and Preschool assistants to develop weekly plans, discuss observations and interventions to support classroom practice and/or individual children
  - The SENCO meets with the Preschool assistants to discuss, monitor and review IEPs
- External Partnerships. At High Kirk Community Preschool we work in partnership with others to ensure the best for all our children. These partnerships include:
- Parent/carer(s)
  - Health professionals eg, Health Visitor and Speech and Language Therapists

### Therapists

- Social Services
- Voluntary organisations
- Education Authority
- Early Years Inclusion Service

### Partnerships with parent/carer(s)

- High Kirk Community Preschool recognise the importance of the role of the parent/carer(s) as their child's first educator
- The staff work in partnership with the parent/carer(s) to support child's learning program
- Staff endeavour to develop and maintain positive relationships with parent/carer(s)
- Parent/carer(s) are encouraged to contact the Preschool to discuss any concerns they may have. This may be done through conversation, telephone or letter
- Parent/carer(s) are encouraged to be involved at all stages of the CoP and contribute to the child's IEP

### **Pupil Participation**

- We will encourage and promote good relationships between the child and staff/peers
- The child's views will be sought and they will be involved as much as possible, in decision making and target setting of their learning programme
- Positive self-esteem will be fostered
- The child will have opportunities to experience and celebrate success

### Links with Other Educational Establishments and Transfer Arrangements

Having received parental permission, the Leader, in conjunction with the key worker, provides copies of appropriate records to the receiving schools and communicates the information regarding SEN/disability issues to the receiving Year 1 teacher.

High Kirk Community Preschool is a member of the Central Early Education Partnership, which focuses on building the capacity of education professionals in relation to supporting children with SEN.

Special Educational Needs Policy and Procedures has been adopted by High Kirk Community Preschool Committee.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Committee Chairperson