



Special Educational Needs (SEN) Policy

At Polesden Lacey Playschool we recognise that all children have individual needs. We are committed to inclusion and welcome all children on equal terms within our setting. We have regard to the Special Educational Needs & Disability Act (SENDA) 2001 and the Department for Education's Special Educational Needs and Disabilities (SEND) Code of Practice 2015, as well as to the guidelines supplied to private and voluntary providers of pre-school education.

The Playschool Committee and staff of the Playschool will ensure that all children enjoy a broad and balanced range of experiences, which meet individual needs.

Definition of Special Educational Needs

- A child has special educational needs if he or she has a learning difficulty, a disability or is gifted, which calls for special educational provision to be made for him or her.
- A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.
- Special educational provision means for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.

Key Objectives

- To give increased and regular opportunity for parents of children with special educational needs, to meet with the staff and each other, for informal discussions of their child's progress and to share common problems.
- To extend the range of strategies staff use to positively encourage good behaviour and manage inappropriate behaviours and to ensure a consistent approach by all staff.
- For the SEN Co-ordinator to hold regular meetings with staff, to discuss support for pupils with SEN and their individual educational plans.

Information About Staff

We have a nominated Special Educational Needs Co-ordinator (SENCO) who is currently Ellen Thomas. The SENCO is required to attend regular training to support their role.



Special Facilities

There is wheelchair access at the front entrance to the school and use of a disabled person's toilet.

Strategies Used to Identify Children with Special Educational Needs

- Observation by members of the Playschool team and through individual child profiles.
- Discussion with parents about their child and information supplied on our registration form.
- Expression of concern by parent(s) or carer(s).
- Liaison with Early Years SEN Team, health visitor, community paediatric team, speech and language therapist, etc with parental permission.

Strategies Used to Establish the Nature of the Child's Difficulties

- Structured observation by the Playschool team.
- Developmental checklists may be used in the Playschool.
- Discussion with the child's parent(s) or carer(s).
- Discussion with child's other providers with parent's permission.
- Seeking information from other professionals involved with the child, with parent's permission.

When a Need has Been Identified

- In accordance with the SEND Code of Practice 2015, the child will fall within the graduated response arrangements for early years and supported within the settings own curriculum, or if required, an Individual Support Plan (ISP) will be drawn up by the SENCO in partnership with the parent. This will identify small tasks which will support the child within the setting. The ISP will be reviewed regularly with the parent and progress checked.
- If the child needs a greater level of support or is not making progress on the ISP then further support will be sought from external agencies who may visit the setting e.g. SENCO adviser, speech and language therapist, occupational therapist, education



psychologist. Parents will be fully consulted, informed and involved in all aspects of this process. In some cases we will support the child by working towards an Education and Health Care Plan (EHCP).

Provision

- All children, including those with special educational needs, have access to the whole Playschool curriculum.
- The entire playschool team is responsible for meeting the needs of the children with special educational needs within the Playschool. The key worker or SENCO will disseminate information about a child's needs to the team at staff meetings.
- There is a strong awareness of the need to differentiate according to each child's needs. This is maintained through the organisation of the classroom, curriculum planning, observation and evaluation, the key worker system and pupil profiles.
- Children with special educational needs are fully integrated into the life and activities of the Playschool.
- The effectiveness of each child's education in the Playschool is measured by achievement of their individual targets.
- The SENCO, in conjunction with the rest of the team, will buy or rent small items of equipment to meet the children's needs and the Playschool Committee informed.
- If it is felt that child's needs cannot be met at Playschool without additional personnel and/or major equipment, funding will be sought to ensure that provision is appropriate to the child's needs.

Staff Development

The SENCO is committed to take part in further training to extend their knowledge and understanding of special educational needs.

The SENCO, in consultation with the Playschool team, will endeavour to ensure the relevant team members are aware of appropriate training and that this is provided.



Working with Parents

- We feel that it is essential that parents are fully involved in all aspects of their child's life at Playschool.
- We aim to create a welcoming atmosphere and parents are encouraged to informally discuss any concerns with the key worker. If parents want to spend a little time in discussion, arrangements are made so this can happen in a quiet area when the key worker can be released from working with the children.
- Parents are always involved in reviewing their child's progress and written records are shared with the parents.

Links with Schools

All written records are passed onto the receiving nursery or school (if known) when a child moves from this Playschool with parental permission.

Reviews

This policy is held on the Playschool's Website (www.polesdenlaceyplayschool.co.uk) and in the policy folder in the cloak room. This policy will be reviewed annually.

This policy was adopted at a meeting of the Playschool Committee held on 3rd July 2006 and signed by Rowena Wilson on behalf of the Playschool.

This policy was reviewed and changes agreed at a committee meeting held on:

Date	Signed on behalf of the Playschool
19 th October 2009	Hayley Hamilton
14 th January 2013	Nichola Hooper, Chair of the Committee
13 th June 2016	Natasha Matthews, Chair of the Committee
11 th June 2018	Natasha Matthews, Chair of the Committee
28 th January 2021	Ellie Pragnell, Chair of the Committee