



Preschool and Daycare

<http://www.buildingblockspreschool.co.uk>

'Where Play is a learning experience'



Building Blocks Preschool and Daycare: Supporting children with special educational needs

Policy Statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

Aims:

- We have regard for the Department for Education and Department of Health Special Educational Needs and Disability code of Practice: 0-25 years; Updated 15th August 2014.
- We ensure our provision is inclusive to all children with special educational needs and disability.
- We support parents and children with Special educational needs and Disability (SEND)
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND 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.

Procedures:

Children with SEN and disability will be offered a place at BB preschool and daycare in accordance with our Admissions Policy. We ensure that our inclusive admissions practice ensures equality of access and opportunity.

BB will work with parents/carers to ensure we are fully able to meet the needs of the child within the limits of our setting. We will endeavour to make necessary adaptations to be fully inclusive to each individual; however some constraints (for example the layout of the building) may not make this possible.

We offer flexibility within our settling in procedure to ensure the needs of the child are met and they are fully settled before starting with us. Also to ensure we have accessed any appropriate training to successfully include the child, for example administration of any medication or signing.

Partnership with Parents/Carer

- BB works closely with all parents/carers and sees this as vital when caring for children. This is particularly relevant when working with children with SEND to ensure our setting is right for that child and that they are fully included.
- All children are assigned a key carer, which in the case of a child with SEND, could be a staff member with previous experience in this area.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- Good communication is key when working with parents/carers to form strong, trusting relationships. Opportunities for parents/carers to communicate with their child's key person are offered during the settling in process, at feedback times and at our parents evenings.
- More frequent communication (with parents/carers/ external agencies involved) may be needed for a child with SEND and further meetings will be arranged as appropriate.
- Parents/carers will be included and encouraged to be involved in all stages of the SEND process.
- Confidentiality will be maintained, with information shared on a need to know basis and only with the permission of parents/carers. The exception to this is if there is a safeguarding issue and gaining permission of the parents/carers could place the child at risk of further harm.
- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. The SENCO should have the overview of the children in the setting who have identified needs and make sure that these needs are being met.
- SENCO will liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational, health and care plans (EHCP) for children with special educational needs and disability.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response (in consultation with the parents), taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our special educational needs policy. As a setting we can apply for inclusion grants through Early Years and Childcare Service (EYCS).
- We ensure the privacy of children with special educational needs when intimate care is being provided.

- We use familiar or favourite items to the child to ensure emotional well-being, for example comfort blankets, family photos.
- Staff receive on-going support and training; to enable them to use additional individualised communication methods, for example Makaton, signing systems/picture prompts.
- The Surrey County Council Early Years and Childcare Service offers a range of training to early years practitioners to support knowledge and expertise in supporting the needs of individual children
- We ensure that the provision for children with special educational needs and Disability are the responsibility of all members of the setting.
- We ensure the effectiveness of our special educational needs provision by collecting Information from a range of sources e.g. Individual Education, Health and Care plan (EHCP) reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We also provide a complaints procedure.
- We monitor and review our policy annually.

Early Years Health and Development reviews:

A child's progress is reviewed between the ages of 2-3 years, by early years practitioners at Building Blocks preschool.

The parents and/or carers are provided with a short written summary of their child's development in key areas (a progress check). It identifies the child's strengths and any areas where progress is less than expected.

If there is an identified special educational need or disability, or significant emerging concerns, practitioners will develop a targeted plan to support the child's future learning and development. Other professionals such as the SENCO will be involved as appropriate.

Some children will also have a health review carried out by health professionals when the child is aged between 27 and 32 months.

Liaison with External agencies:

Surrey County Council's Area Sector Development Improvement Advisors support early years providers in the private, voluntary and independent sector in identifying special educational needs of their pupils. They do this working with the SENCO of our setting, offering advice on outcomes for the child, giving guidance on SEND processes and meeting with parents.

An Early Years SEND banding document is available to help identify and offer the required support to children with Additional and Special Educational Needs and Disabilities (ASEND).

- Young children from 0 to 5, with complex needs or disabilities are supported by the Surrey County Council Early Support Service through Surrey Local Offer that contains information about services relating to special educational

- needs, disabilities, and education.
- Additionally, the Surrey County Council Early Years and Childcare Service: supports Special Educational Needs Co-ordinators (SENCO) in Early Years settings to meet statutory SEN requirements
- Surrey Early Years and Childcare service also has a dedicated Early Language team supporting practitioners in education settings and offers support and information to families via the [Family Information Service](#).

More Information can be gathered from the following Links:

SEND Code of Practice - SEND code of practice: 0 to 25 - Publications - GOV.UK

The aforementioned links are available at: <http://www.surreycc.gov.uk/view?a=873595>

Surrey Local Offer:

<https://www.surreysendlo.co.uk/information/1-about#what-is-the-purpose-of-the-local-offer?>

Inclusion Support Grant - <http://www.surreycc.gov.uk/learning/early-years-and-childcare-service/earlyyears-practitioners-and-providers/managing-and-developing-your-early-years-business/inclusion-grant>

SEND EYCS – Surrey County Council - Inclusion and special educational needs in early years

Right Provision at the Right Time – [The-Right-Provision-at-The-Right-Time_April-14.pdf](#)

Early Help – Surrey County Council - Early help for professionals working with children and families

Early Support – Surrey County Council - Surrey Early Support Service for young children with disabilities

Local Offer – Surrey County Council - Our local offer - support and advice for children and young people with SEND

SEND14 – Surrey County Council - Changes to SEND support in 2014

Portage – Surrey County Council - Portage early education support service

Physical and Sensory Support – Surrey County Council - Physical and Sensory Support - aims and services

Education and Health Care Plan – Surrey EHCP 02-July-14 v4.1.pdf

Glossary of Terms

ASEND Additional and Special Educational Needs and Disability

C of P Code of Practice

DF Discretionary Funding

EH/A Early Help/Assessment

EHCP Education and Health Care Plan

ELMT Early Language Monitoring Tool

ES Early Support

EYCS Early Years and Childcare Service

EYP/T Early Years Professional/Teacher

ISG Inclusion Support Grant

ISP Individual Support Plan

L & D Learning and Development

OT Occupational Therapist

PSS Physical and Sensory Support

SENCO Special Educational Needs Co-ordinator

SLT Speech and Language Therapist