



## Isleham Preschool

3a Malting Lane Isleham Ely Cambs CB7 5RZ

### **2018 Version**

### **Special Educational Needs and Disability Policy and Procedures**

Acts and laws relating to inclusion and equality –

- Disability and Discrimination Act (DDA) 2002
- Special Educational Needs & Disability Act (SENDA) 2001
- Human Rights Act 1998
- Children's Act 1989
- Every Child Matters 2004
- National Care Standards 2001 (9&10)
- SENDO Code of Practice 2015 and 2017
- Chronically Sick and Disabled Persons Act 1970
- The Statutory Framework for the Early Years and Foundation Stage 2017

### **Policy Links**

- Equal Opportunities
- Confidentiality
- Admissions
- Safe Guarding/Child Protection
- Behaviour Management
- Data Protection

We work in accordance with all relevant legislation.

Guidance for Early Years Providers and Parents – [www.gov.uk](http://www.gov.uk)

### **Special Educational Needs and Disability Policy and Procedures**

The trained Special Educational Needs and Disability Co-ordinator is Andreea Harris who has attended a 3-day, designated SENDO training course. Deputy SENDO is Karen Smith.

Our policy is written in regard to the DfES Code of Practice on Special Educational Needs 2017 and also to the guidelines supplied to private and voluntary providers of pre-school education. We aim to welcome and offer appropriate learning opportunities for all children. Aims:-

- Children with special needs, like all other children, are admitted (see admissions policy in our index) to the pre-school after consultation between parents/carers, pre-school leader and key worker. If appropriate we may adapt the sessions your child attends to meet his/her individual needs.

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- Staffs within our setting undergo regular training; the Early Years Childcare Service in Cambridgeshire often facilitates this. (See training file).
- When the needs of the child have been identified we will follow the guidelines of 'Graduated Response' as outlined in the SEN code of practice.
- Adults and children are valued.
- All children in the group, irrespective of their special needs, are encouraged wherever possible and appropriate to participate in all the group's activities.
- Our system of observation and record keeping, which operates in conjunction with parents/carers, enables us to monitor children's needs and progress on an individual basis.
- The needs and progress of children who have special educational needs are monitored by our group's Special Educational Needs and Disability Co-ordinator
- We work closely with the parents/carers of all the children in the group to ensure the group draws upon the knowledge and expertise of parents in planning provision for the child.
- The child's progress and achievements are shared and discussed with parents/carers and staff, in confidence, on a regular basis.
- Parents/carers know the identity of the group's special educational needs and disability co-ordinator
- Parents/carers are aware of the arrangements for the admission and integration of children with special educational needs
- If it is felt that a child's needs cannot be met within the pre-school's budget without additional personnel and/or equipment we aim to access funding appropriate to the child's needs wherever possible. We reserve the right to provide a flexible attendance to support the child's needs.
- We work in partnership with parents/carers and relevant outside agencies to meet children's specific needs
- Our staff attends whenever possible in-service training on special needs arranged by Cambridgeshire County Council and other professional bodies.
- This policy will be reviewed annually or when legislation dictates.



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## Early Help Support

The Special Educational Needs Co-ordinator – Andreea Harris will use the Early Support Hub and liaise with The Early Support Co-ordinators through [early.support@cambridgeshire.gov.uk](mailto:early.support@cambridgeshire.gov.uk) when seeking additional help for and support families that have children with special educational needs or disability.

Andreea Harris is the SENDO representative, her role is to ensure that the following points are implemented: -

- Arrangements for the assessment of individual children – including Educational plans
- Liaising with parents/carers and including the ‘voice of the child’.
- Record-keeping system (Targeted Support Plan) for children with special educational needs, this includes Educational Health and Care Plans
- The way children with special educational needs will be offered a broad and balanced curriculum.
- Links between the pre-school and external support services, including the local authority and voluntary organisations.
- Arrangements for reviewing policies and procedures relating to special needs.
- To access the Local Authority Early Years Special Educational Needs Hub for up-dates.
- To ensure that all plans for a child are transferred appropriately and in accordance with Data protection Act 2018.

This Policy was reviewed at a meeting of the pre-school held on.....

Signed on behalf of the pre-school.....

Date.....