

TURVEY PRE-SCHOOL PLAYGROUP

The Reading Room, High Street, Turvey, Bedfordshire, MK43 8DB

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Registered charity no.295055

Special Educational Needs and Disability (SEND) Policy

Aim

Turvey Pre-school recognise every child has the right to be equally valued and every child will be given every opportunity to achieve their full potential. Turvey Pre-school welcome all children and their families into the setting and we aspire to meet the individual needs of the child.

We aim to work with sensitivity, care and respect with all parents and children.

This Policy is based on the key principles which underpin the code of practice 2015.

- All pupils have the right to a broad, balanced and relevant education.
- The recognition of a continued need
- Early intervention
- Responsibility for SEND lies collectively with all staff
- The use of best practice can minimise the impact of SEND.
- Parents as partners in decision making and their child's education
- Integration of and collaboration between all agencies involved with the child.

Role Of SENDco.

Turvey Pre-schools named SEND co is Rachel Eyres.

The SENDco works in conjunction with the Leader Jodie Finch.

All staff members are responsible for identifying children with SEND, with their knowledge and understanding of Child development.

Staff members make the SENDco and leader aware of any concerns of a child's development and the SENDco along with the Leader will:

- Coordinate the provision as laid out in the framework of Code of practice
- Coordinate support for the child including liaising with parents, carers and external professionals.
- Advise and support practitioners in the setting
- Ensure that appropriate support plans are put in place.
- Ensure relevant information about the child is collected, recorded and updated.

- Make relevant referrals to outside agencies including EYST and SLT
- Support applications for assessments
- Undertake reading, research and up to date training

Admissions

Turvey Pre-school is fully inclusive and promote equality of opportunity for all children. We offer children with individual needs a place at Turvey Pre-school provided that those needs can be successfully met and supporting agencies feel that it is an appropriate placement. We aim to have the necessary adult support in place for any child with additional needs when they join the Pre-school.

Partnership working

Partnership working with parents/carers of a child with special educational needs and disability is essential to ensure the child reaches their full potential. Parents/carers will be fully involved with all aspects of their child's learning whilst at Turvey pre-school. Turvey Pre-School will obtain permission with a consent form to be able to contact specific professionals to support their child. Parents/carers will be given regular updates on their child's progress with the SENDco or the child's key person though either a face to face meeting, telephone calls or e-mail.

Parents/carers can contact Turvey Pre-School at anytime with concerns or queries.

Turvey Pre-school works with the local offer which gives information on what we provide and support available for children and their families with SEND.

Graduated Approach

In line with requirements for the code of practice Turvey Pre-School implements the graduated approach to ensure each child is receiving a high quality of learning opportunities.

The graduated approach consists of four stage cycle, assess, plan, do and review. It forms a foundation for reflective practice for practitioner to give a child opportunities to build on their individual stage of development.

The graduated approach;

1. **Assess** - observe a child whilst at Turvey Pre-School to analyse the needs and development stage of the child.
2. **Plan** - agree with parents/carers a plan for specific outcomes for the child, which will be put in place with a review date.
3. **Do** - implement the intervention plan as agreed. The practitioners or key person will be responsible for working with the child day to day liaising with the SENDco for support.
4. **Review** - Regularly review the support in place with its effectiveness, for any changes are agreed and inline to support the outcome for the child.

If a practitioner/key person has a concern or the child's parents/carers has a concern they should seek help from the SENDco for support and advise. The SENDco, practitioners, key person and parents/carers will work together collecting information about the child to form a plan detailing

what the needs of the child are and form a plan to meet the needs of the child. External support may be required.

Educational, Health and Care Plan (EHCP)

Where a child has a significant need and the child is not making expected progress despite having made reasonable adjustments and having a significant and purposeful action plan in place to meet the needs of the child. Turvey Pre-School will support parents/carers to request an assessment for an Education, Health and Care Plan (EHCP) or in some cases Turvey Pre-School can make a request on the behalf of the child's parents.

Turvey Pre-School will work with the local authority during the process of the EHCP assessment, the local authority has a duty of care to collect relevant information regarding the needs of the child. This may include working with external professionals. The EHCP assessment and request of information will be carried out with consent from parents/carers.

AN EHCP is designed to support the needs of a child to reach their full potential, having the best possible outcomes. The EHCP will support the provision for the child to ensure the setting can meet the needs of the child.

Transitions

All transitions will be supported by the SENDco and key person and will include planning for a transition, preparing the child before the child leaves.

All records of progress and development will be shared with the appropriate agencies/professionals and the receiving school/setting.

A child can be supported from the SENDco or key person visiting the new setting with the child and their parents/carers.

Turvey Pre-School will work closely with parent/carers to share information regarding strategies and needs of the child with the receiving school/setting before the child starts.

Record Keeping/Confidentiality

Turvey Pre-School will keep maintained and up to date records of the children attending the setting inline with the requirements from the EYFS framework.

Turvey Pre-School will record individual needs of the child and steps they take to ensure the individual needs are being met.

The SENDco will maintain records. The records kept on individual children can be available to parents/carers. The records will include how individual needs are met and how the setting supports a child with special educational needs and disability. It will include external professionals and agencies information and documents on a child. Records will only be shared with consent from parents/carers

Training and Development.

The SENDco will assist the Leader with updates to training needs. The SENDco will update practitioners regarding SEND provision and any training which may be required to support a child

with a Special Educational Need and Disability.

Monitoring and Reviewing

The SENDco and Leader are responsible for maintaining, monitoring the policy and implementing the policy accurately.

The policy will be reviewed annually or if any changes to legislation.

Guidance and Documents

- Special Educational Needs and Disability code of practice: 0-25years 2015
- Early years foundation stage (EYFS) statutory framework
- Equality Act 2010
- Working Together to Safeguard Children 2023