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**SEND POLICY**

‘As an inclusive community, Caterpillars Pre-School ensures that the needs of all children are met, enabling them to achieve success and make a positive contribution to society. Inclusion concerns children with special educational or medical needs, those from ethnic cultures, asylum seekers, travellers, the vulnerable, children in public care and those with social and emotional difficulties’.

**We are committed to high achievement for all, supporting children and families in making the very best of the opportunities available to them.**

**All pre-school policies are regularly reviewed and amended, ensuring that inclusion is at the centre of pre-school development – increasing the learning and participation of all children and responding to the diversity of their needs. We monitor planning, assessment, attainment, standards of experiences and learning and the pre-school environment itself. Our aim has always been to ensure that pre-school practices reflect the inclusive cultures and policies of our pre-school.**

**Indicators of Success at Caterpillars Pre-School**

* everyone is made to feel welcome
* children are encouraged to help each other
* staff treat all children, parents/carers and each other with respect
* children are equally valued
* the pre-school seeks to draw and admit all children from our locality
* children new to the pre-school attend settling in sessions
* there is a partnership between staff and parents/carers
* the pre-school strives to eliminate any discriminatory practices
* community resources are known and drawn upon
* staff appointments and promotions are fair
* good induction of new staff
* staff expertise is fully recognised and utilised
* there are high expectations of all children
* differentiation supports each individual child’s needs
* all staff are concerned to support the learning and participation of all children
* staff collaborate with each other
* staff develop activities to help staff to respond to children diversity
* staff seek to remove all barriers to learning and participation in pre-school
* all forms of support are co-ordinated
* special needs policies are inclusion policies
* the Code of Practice is used to reduce the barriers to learning and participation of all children
* support for those learning English as an additional language is co-ordinated with learning support
* we identify children who are exceptionally able learners and provide opportunities to meet their needs
* we provide a range of support strategies delivered by staff in order to meet individual children’s needs
* activities and resources are made accessible to all through a fully differentiated curriculum and by support
* children develop an understanding and acceptance of difference
* children learn collaboratively
* assessment encourages and monitors the achievements of all children
* feedback from parents/carers contributes to the learning of all
* opportunities are available for all children to take part in activities outside the pre-school

**Inclusion for all is at the heart of the pre-school mission statement, permeating all that we do as a learning community.**

**Special Educational Needs**

This section is based on the guidance of the Code of Practice for Special Educational Needs. It aims to promote a consistency of approach to meeting children’s special educational needs, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken.

The legal framework for this policy is the Educational Act 2011 and the SEN Disability Act 2001.

We aim to identify children with special needs at the earliest opportunity and ensure that the appropriate support is in place to support learning.

**Principles**

* A child with SEN should have their needs met
* The views of the child should be sought and taken into account
* Children with SEN should have full access to a broad, balanced and relevant education
* Parents and carers will be invited to work in partnership with the pre-school to address SEN children

**Roles and Responsibilities**

The Manager and INCO/SENCO have overall responsibility for all inclusion issues ensuring the pre-school meets its statutory and moral obligations. The INCO/SENCO has overall responsibility for children with SEND. The Manager monitors, reviews, evaluates and manages the support provided for children on the SEND register, and is responsible for the day-to-day processes and procedures, supporting staff in meeting the needs of children. The INCO/SENCO may also work with individuals and groups of children on the SEN register.

The Manager and INCO/SENCO meet once a fortnight to monitor and review the progress of children identified as having SEN. The INCO/SENCO will feed back to the staff and support staff as necessary.

All staff will work to implement this policy and take the responsibility for planning to meet the needs of their key children on a day-to-day basis (with reference to individual education plans and external advice).

The Manager and INCO/SENCOwill ensure that requirements set out in the Code of Practice are being met.

This will be achieved by:-

* Liaising with and advising colleagues
* Reviewing SEN data
* Monitoring the records of all children with SEN
* Liaising with the parents of children with SEN
* Liaising with external agencies/professionals
* writing individual education plans with key workers
* inviting parents to individual education plan reviews
* seek the views of children on the SEN register

**Admission Arrangements**

Children are admitted throughout the school in accordance with Caterpillar’s admission policy. Parents are encouraged to visit the school prior to application and to state clearly on the forms special needs their child may have.

**Access**

The pre-school is made up of two rooms. The building has wheelchair access to both rooms, access to the outdoor area requires a small ramp, upon a child registering with us who requires this facility will be put in place prior to attendance.

**The Graduated Approach**

The Code of Practice’s graduated approach is a model of action and intervention to help children who have SEN. The approach recognises that there is a continuum of Special Educational Needs. Where necessary, increasingly specialist resources will be made available. Effective provision for children with SEN involves a continuous cycle of planning, learning and assessing. SEN information follows the child from the Foundation Stage to Primary and then to Secondary School.

**Identification, Assessment and Provision for SEN**

*A child has special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.*

*The Educational Act 2011 defines a child as having a learning difficulty if they:*

1. *Have a significantly greater difficulty in learning than the majority of children of the same age or*
2. *Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority*
3. *Are under five and fall within the definition of (a) or (b) above or would do so if special educational provision was not made for the child.*

*A child must not be considered as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is taught.*

**Allocation of resources**

We aim to use resources to support staff and to provide appropriate resources for use with individuals or small groups of children.

The effectiveness of resources and the manner in which they have been deployed are regularly monitored and evaluated.

**Identification and Assessment Arrangements and Review Procedures**

*Special educational provision means:*

*(a) for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for the children of the child’s age in maintained schools, other than special schools, in the area (b) for a child under two, educational provision of any kind.*

*(Educational Act 1996, Section 312)*

**Identifying the Need**

Observations are made in the first term for every child attending the setting, and foundation stage profile activities take place. We believe that early identification of a child’s difficulty is essential so that necessary provision may be made to support the child’s progress as soon as possible.

When a member of staff or parent expresses a concern about a child’s development, the INCO/SENCO is informed. The key worker gathers information and relays their concern to the INCO/SENCO. The INCO/SENCO then decides whether the child’s difficulties require special educational provision to be made. This is discussed with the parents/carers.

Children who join Caterpillars who have already been identified as having special educational needs, are discussed at Inclusion meetings and the team then ensures that appropriate arrangements are made for that child with key workers and discussed with parents.

**Assessment**

At Caterpillars, staff continually assess children's learning. Every half term, every child’s learning is monitored via assessments covering all areas of learning and development. The results of these assessments are gathered together and is used to monitor progress against the Early Years Foundation Stage Curriculum level descriptions and informs future planning. Children’s progress meetings with the Manager and Deputy ensure that response to underachievement is swift and robust.

Caterpillars Pre-school has adopted the procedure outlined in the Special Educational Needs Code of Practice. In many cases, action taken at one phase will mean that the child will not have to move on to the next. Only if a child’s progress continues to cause concern at any one phase will the child be moved to the next phase. When there is no longer any cause for concern, the child will either move down a phase or will be removed from the SEND register.

**Procedures at Caterpillars**

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| **** | **Concern**  A practitioner may highlight a concern to the Manager or INCO/SENCO. This child will be closely monitored to determine whether a targeted intervention is required to meet a specific learning need. |
| **** | **Intervention**  The intervention will be carefully evaluated to ensure that it has impact. The INCO/SENCO will advise Key workers on teaching/management strategies and inform them of available resources. |
| **** | **Outside Agencies**  The INCO/SENCO takes a leading role in collaborating with the Key workers and parents with support from **outside agencies**. An Individual Education Plan (IEP) will be written to support the additional learning needs of the child. Targets for the IEP will be agreed between the INCO/SENCO, Key worker and specialists after more detailed assessments are carried out to establish specific areas of difficulty. |

**Confidentiality**

The confidential nature of special needs meetings, case conferences or children’s records is understood by all staff members. It is also understood that should any report be written on a child the parents must be enabled and encouraged to have access. We would consider it good practice to give parents a copy after discussing it with them. Nothing should be written that would not be shared with the parents/carers.

All staff are kept up to date with regard to child protection issues and procedures and any children causing concern are referred to the designated person responsible for child protection who is Mrs Catherine Clark, Manager or Miss Liane Sharman, SENCO

**Arrangements for providing access to children with SEND to a supportive learning environment**

At Caterpillars, we believe that all children have the right to participate in the full range of activities on offer at the level appropriate to their development.

It is our intention to meet the needs of all children attending the pre-school through a structured system of planning, assessment and record keeping linked to the Early Years Foundation Stage Curriculum.

Children with SEND will have access to the curriculum through carefully planned activities provided to encourage meaningful learning. Some children will receive extra staff support according to their level of need.

**Equal Opportunities**

We believe that it is important that children with SEN are able to take a full part in and are encouraged to contribute to all aspects of pre-school life. The planning is designed to include the children within the setting whilst meeting their needs. Our Equal Opportunities Policy clearly states that we encourage mutual respect and equal access, to all resources and activities which form pre-school life.

**Outside Agencies**

The INCO/SENCO meets regularly with adults working with children with Special Educational Needs or Disabilities. The development and progress of each SEND child is monitored and reviewed with a record of intervention and meetings kept on a SENCO register. Meetings are organised with parents, Key workers, outside agencies and the INCO/SENCO as required and stated on the register.

For those children with specific medical special needs, there is regular liaison between the Health Authority and the pre-school. All outside agencies are invited to send a report or attend review meetings for those children transferring from another pre-school to Caterpillars, there is a regular contact prior to the changeover. The INCO/SENCO will be responsible for integrating children into Caterpillars Pre-school. When a child is transferring to another pre-school or moving on to school the same review and transfer meetings will take place.

**External Agencies**

External agencies include:-

* Child Development Centre
* Physiotherapy Service
* Speech and Language Therapy Service
* Sensory Support
* Inclusion team
* Social care
* Family Outreach

This policy was adopted by the Manager of Caterpillars Pre-school on 4th April, 2023

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Name of signatory: Catherine Clark

Role of signatory: Manager