



Special Educational Needs Policy

Objectives

At Little Ducklings we recognise that each child is unique and therefore we will seek to appreciate their individuality and specific contribution to the life of the Pre-School. We are aware that some children may have special needs and are pro-active in ensuring appropriate action can be taken when a child is identified or admitted to the Pre-School. Our aim is to ensure that all children in our care participate in and benefit from the range of learning experiences whilst allowing a flexible response to the particular needs of the children, in partnership with parents and other relevant parties where necessary.

Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for

- ensuring liaison with parents and other professionals in respect of children with special educational needs
- advising and supporting other staff members in the Pre-School
- ensuring that appropriate SEN Action Plans and Targets are in place
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated
- Educational Healthcare Plans when needed.

Our SENCO is identified on our notice board displayed in the lobby area.

Identification and assessment arrangements

With regard to the Special Educational Needs & Disability Code of Practice (2014) we operate a graduated approach (assess, plan, do, review) to the identification and assessment of special educational needs.

Every child at Little Ducklings is carefully observed and assessed on a regular basis to give evidence of their attainment and progress. Where a child appears not to be making progress either generally or in a specific aspect of learning, the child's key person will liaise with the SENCO so that appropriate action can be taken. The process of identifying and providing for special needs will involve close liaison with the child's parent/carer.

The SEN procedure we adopt at Little Ducklings Pre-school is as follows:

- Initial assessment, involving an observation and development, to identify whether further overview provision is necessary.
- If there is need for further support, the SENCO will liaise with the child's parent/carer and key person, in order to draw up an IEP for that child. In consultation with the child's parents external agencies may also be approached for advice and assistance. The child's key person remains responsible for working with the child on a daily basis and for following the graduated approach targets.



- The child's progress will be continuously monitored and evaluated, and IEPs will be reviewed regularly. We will celebrate the child's progress, however small. We aim to consult parents regularly to enable the sharing of information and progress, agreement on specific plans and strategies to help the child.
- Should a child need external specialist support, the SENCO will liaise with the required agencies with prior consent from the parent/carer. (Graduated Approach).
- For a very few children the help given by the Pre-School and other agencies may not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the SENCO, in consultation with the Team Leader, key person, parent/carer and any external agencies already involved, for a further relevant plan of action to be put in place.

Confidentiality and Complaints

Information concerning children with special needs is held in confidence. Please refer to our Confidentiality Policy. Should a parent have any concern about the special needs provision made for their child at Little Ducklings please do not hesitate to raise the matter with either the SENCO or the Pre-School Manager; please refer to our Complaints Policy.

Links with external agencies

As a registered provider of Early Years Education (EYE), in receipt of EYE Funding, Little Ducklings Pre-School is in regular contact with the Inclusion Setting Support Officer (ISSO) at Services for Young Children.

According to the needs of the child, Little Ducklings staff will develop and maintain links with other organisations and professionals, for example, health visitors, educational psychologists, Social Services personnel, Portage and virtual school.

If there is a relevant safeguarding issue, it needs to be shared with relevant agencies.

Little Ducklings has close links with the neighbouring primary school, Rucstall Primary School. Little Ducklings will foster links with any school as necessary, in conjunction with the parent/carer, to enable a smooth transfer from pre-school to full-time education for any child.

Arrangements for SEN training

Special Educational Needs training is pursued as part of the on-going staff training and development.

Signed on behalf of Little Ducklings Pre-School: _____

Position: _____

Little Ducklings

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