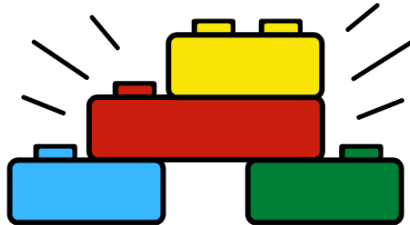


BRIGHT **BLOCKS**

PRESCHOOL



SEND POLICY

At Bright Blocks Preschool, we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. It is recognised that every child will develop in their own unique way and the diversity of development is to be welcomed. We believe that all children have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life.

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

Date written: February, 2022

Date of last update: September, 2023

Date agreed and ratified by Bright Blocks Preschool Directors: September, 2023

Date of next full review: September, 2024

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

Key Contacts

	Name	Contact information
Special Educational Needs Co-ordinator (SENCo) & Manager	Elaine Nwokolo	07593 019 237 brightblockspreschool@gmail.com
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Identifying Special Educational Needs

A child is considered to have special educational needs (SEN) special educational needs if he or she has learning difficulties which call for special educational provision to be made. This means they need extra special attention, or if a child has a disability that hinders or prevents the child from using educational facilities generally provided for the same age range.

Aims

Bright Blocks Preschool recognises the right of each individual child, including those with special needs, to an appropriate quality under 5's experience, which combines care and learning through play and education.

The Preschool is sensitive to the needs and feelings of children with SEN and their families and will ensure individual needs are recognised and addressed. Parents/carers will be involved at every stage and in any plans that are made to meet a child's individual special needs.

The staff will continuously monitor and record each child's progress onto their individual progress report.

Equality of opportunity for all children is essential and it is important that children with special needs have the opportunity of learning alongside their peers. For this reason, the special educational needs of children will normally be met in the mainstream setting.

Objectives

- To identify at the earliest opportunity, those children with special educational needs and/or additional needs.
- To plan, monitor and review personalised provision as appropriate, and set realistic and challenging targets.
- To ensure that every aspect of a child's development is taken into consideration and provided for, within a whole school, inclusive ethos.
- To heighten awareness that every teacher is a teacher of every child including those with SEND.
- To provide regular and adequate support, advice and facilitate training for all staff working with pupils with SEND.
- To develop and maintain partnerships and high levels of engagement with parents/ carers and effectively liaise with outside agencies.
- To ensure that children with SEND are actively involved with setting their targets, ensuring they have the correct provision for their needs, assessing their progress and planning their next steps.
- An appropriately qualified/ experienced SENCO will be provided by the school to ensure that all of the points in this policy are upheld alongside the head teacher.

Special Educational Needs Co-ordinator (SENCo)

– Elaine Nwokolo, Preschool Manager

The role of the SENDCO includes ensuring all practitioners within the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND as detailed in this policy. As SENDCO, Elaine is responsible for any child who has a learning need or a specific disability and responsible for ensuring that the environment is suitably adapted to cater for the needs of these children.

Elaine will liaise with other professionals who may have dealings with the child as a physiotherapist or speech and language therapist. She has the responsibility of putting together an individual plan for the child in the Preschool.

If we feel that any child or member of staff is a victim of any inappropriate behaviour, we will ensure it is dealt with in an appropriate manner. For example if a child was to demonstrate rude comments, their parents will be informed and their behaviour will

be monitored. Similarly if a member of staff was to demonstrate inappropriate behaviour we would then follow our disciplinary procedure.

Greenwich SEND Provision

The Royal Borough of Greenwich has developed a team of professionals, Early Years Inclusion Service (EYIS) to support Private, Voluntary or Independent sector early years settings to meet the needs of children with emerging SEND needs.

Statutory responsibilities as set out in the SEND Code of Practice 0-25yrs (2014) To fulfil their role in identifying and planning for the needs of children with SEN, local authorities should ensure that there is sufficient expertise and experience amongst local early years providers to support children with SEN. Local authorities use Area SENCOs to provide advice and guidance to early years providers on the development of inclusive early learning environments.

A graduated response to send support

Before special educational provision is made, the SENDCo and class teacher will consider all the information available, within the school, about the pupil's progress, alongside national data and expectations of progress. Parents and pupils will be consulted, in conjunction with school criterion referenced assessments and checklists. To aid identification of need we use the four categories identified by the Code of Practice 2014:

- cognition and learning,
- communication and interaction,
- social emotional and mental health
- sensory difficulties

The SENDCo may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. Advice from outside specialists may be sought and additional guidance is available for children with autism and specific learning difficulties.