



Young Discoverers Pre-school

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*A community project on behalf of South Hill Centre
the charity wing of South Hill Church,
for two year olds to school entry.*



1.12 Supporting children with special educational needs and disability

Policy statement

Young Discoverers are committed to supporting children who have SEND, together with their parents encouraging them to engage in all pre-school activities and to facilitate their learning and development. It is our aim that children and their parents are able to participate in pre-school and that they feel welcome, valued and able to contribute to our pre-school community.

At Young Discoverers we do all we can to help children towards achieving “the best possible educational and other outcomes, preparing them for adulthood” by having high aspirations and expectations of them.

A child is said to have Special Educational Needs or Disability (SEND) if they have “a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age”.

A child under compulsory school age is said to have SEND if they are likely not to meet the educational milestones of their peer group when they attend school. Young Discoverers are committed to early identification of educational, physical and emotional needs of a child so that the gap between them and their peers can begin to narrow.

Reasonable adjustments are made to the provision of resources, activities and environments for children with physical disabilities so that children “are not at a substantial disadvantage compared with their peers.”

Procedures

The Designated Special Educational Needs Co-ordinator (SENCO) is:

Karen Keene

- The SENCO actively builds a strong partnership with the SEND team including Key Person, Area Senco and other professionals.
- The senior management team has overall responsibility for ensuring that children’s special educational needs and disabilities (SEND) are known and met within the provision.



- It is the responsibility of all members of staff to report any SEND concerns to the SENCO. All staff and volunteers are trained and are familiar with the SEND framework and graduated approach to children's needs to ensure that our legal responsibilities are met and good practice and outcomes for children maintained.
- It is the responsibility of the SENCO to apply a graduated approach to identify and meet children's needs and support staff in providing support to families.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity (policy 4.1 Admissions).
- We strive to give information and support on how to access appropriate services in a timely manner.
- Young Discoverers regularly review their SEND provision.

Supporting Parents

To help parents decide on the right setting to send their child we have submitted a 'local offer' which details what Young Discoverers provides in order to support SEND children and their families. This can be found on the Hertsdirect web site.

Young Discoverers recognise that parents know their children best and listen to their concerns regarding their child. Young Discoverers actively encourages parents/carers to be involved with decision-making processes which affect them, their child and other family members such as siblings. This will help to improve outcomes for the whole family unit.

Children's learning and development are assessed on entering the setting, at the two year progress check and throughout their time at Young Discoverers. When a SEND issue is identified parents are informed as soon as possible by a member of the setting who has a trusting relationship with the family and who knows the child well, this is usually the Key Person.

Parents are kept up to date in a variety of ways about their child's progress. Full details are included in the Local Offer.

Supporting Children

Each child has a right to be heard and to contribute to their learning and development which is essential to build self-esteem and build a positive perception of themselves and others. Young Discoverers promotes this principle through child initiated planning, taking into consideration a child's interests, supporting them to be included, to contribute to the daily routine of the setting and to be respected by their peers.

We work closely with parents and any professionals involved to support a child when transferring to another setting.



Graduated Approach

- The Graduated Approach is a continuous process for assessing, planning, implementing and reviewing children's progress.
- Observation and assessment tools are used with all children to help plan for their individual learning and development.
- Progress is monitored to ensure that all children are developing within their chronological age group and that areas of concern are identified quickly
- The graduated approach is used to support children who need some help in a particular area of learning, this is often for only a short time until a child achieves their next step in that area.
- When a SEND issue is identified, Young Discoverers will liaise with the local area SENCO to help address the child's needs and determine if a child needs additional help and support. A referral may be needed to a specialist service such as physiotherapy, speech and language, or the child development team.
- A SEN support plan will be used as part of the graduated approach of assess, plan, do and review which will be applied in increasing detail and frequency the more complex the identified SEND requirement is.
- Exceptional Needs Funding (ENF) will be applied for if the SEND need is deemed 'exceptional'.
- If a child needs longer-term support Young Discoverers will work with the other professionals including the Advisory Teacher Service to establish an Education Health and Care Assessment Plan.

Legal Framework

DfES Special Educational Needs Code of Practice (2014)
Equality Act 2010
Children and Families Act 2014
Early Years Foundation Stage 2014

This policy was adopted by
On
Signed

Young Discoverers
12 February 2015 (date)

Name of signatory
Role of signatory

Mrs Karen Keene
Manager

