



COMMUNITY KIDS PRE-SCHOOL & AFTER SCHOOL CLUB

Tolbury Mill Hall, Higher Backway, Bruton, Somerset, BA10 ODP

Tel: 01749 813933 Mobile: 07596 766869

POLICY FOR SPECIAL EDUCATIONAL NEEDS

Our pre-school aims to have regard to the DFEE Code of Practice on special educational needs and also to the guidelines supplied to private and voluntary providers of pre-school education. We aim to provide welcome and appropriate learning opportunities, for all children.

- Children with special needs, like all other children, are admitted to the pre-school after consultation between parents, pre-school Manager, key person and the SENCO.
- Multi-agency meetings will take place if necessary.
- Play sessions are offered where parent/carers are welcome to stay with their child.
- Our aim is to provide for the developmental needs of each child in the group.
- All children in the group, irrespective of their special needs, are encouraged wherever possible and appropriate to participate in all group activities.
- Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis using the child's developmental journal.
- The needs and progress of children who have special educational needs are monitored by our group's special educational needs co-ordinator who is :

Elaine Cox

- Our key person system ensures that each adult is especially responsible for them, and each child receives plenty of adult time and attention.
- We work closely with the parents of all children in the group to ensure that –
 1. Group draws upon the knowledge and expertise of parents in planning provision for the child.
 2. The child's progress and achievements are shared and discussed with the parents on a regular basis via parent evenings and anytime during drop off's and collection times.
 3. Parents know the identity of the group's special educational needs coordinator by introducing our SENCO at meet-and-greets and parent meetings. This is also the time when the SENCO will discuss the child's progress with the parent/carer.
- Parents are aware of the arrangements for the admission and integration of children with special educational needs.



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- If it is felt that a child's needs cannot be met in the pre-school without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs. We will contact the area SENCO.
- We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs.

Our staff attend wherever possible in-service training in special by professional bodies. If we are aware of any courses for parents/carers, we will pass on the information to them.

- Elaine Cox to be SENCO
- Arrangements for the assessment of individual children.
- Support from learning services Directorate. To always work alongside parent/carers.
- The way resources within the budget will be allocated to special needs work. This will be discussed with area SENCO and County Council
- Links between pre-school and external support services, including the local authority and voluntary organisations, also County Council and learning directorates.
- Reviews will be carried out regularly by the committee and SENCO representatives.
- Staff will carry out observations on a regular basis ensuring all areas of the child's development are met.
- We use IEP play plan's to plan for children's individual learning needs during staff meetings.
- 2 year old checks will be completed, signed then passed on to the health visitor. If a child leaves our setting, parent/carers will receive the child's pathway book. Phone calls or meetings may take place between us and the new setting if required.
- Parent/Carer's can ask to talk to the SENCO or arrange a meeting at any time.
- We regularly use letters and sounds and STC in all areas of learning for all children.
- We use Tracker and Pathway books to track each child's progress. This will ensure that all the child's needs are met and the information is be shared with the parent/carer which gives them a better understanding as to the levels in which their child are at and if they are in need of any extra help.
- Our purpose built rooms are wheelchair friendly. The entrance and exit and toilets are accessible to all.

Our Local Offer

How does the setting know if children need extra help and what should I do if I think my child may have special educational needs (SEN)?

- If you are concerned that your child has additional needs, please talk to the deputy manager



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- Elaine Cox, (who is the Special Educational Need Cooordinator- SENCO) or your child's keyperson at any time we can then arrange a meeting. At Community Kids and as part of the Early Years Foundation Stage, we carry out observations throughout your child's time with us and we share this information with you on a regular basis.

How will Early Years practitioners support my child and how will the curriculum be matched to my child's needs?

- Each child will have a keyperson and if they are not available they will have a back up keyperson. You may also talk to any member of staff about your child. All staff are trained to Level 3 and the Manager Helen Chester, is a qualified teacher and experienced in educational needs.
- We support all children in a holistic way, ensuring that we plan activities to suit their needs and also to develop their learning. We adapt our planning each day and if any children need extra support, we complete individual educational plan (IEP) which include small achievable targets. We discuss IEP's with parent/carers and review them regularly.
- Community Kids Preschool is a charity and has a committee. The manager attends the meetings to give a report on the curriculum. This includes how we support any child with additional needs. To protect confidentiality, children's names are not disclosed.

How will I know how my child is doing and how will you help me to support my child's learning?

- At CK, you can speak with staff informally at any time, however sometimes we are busy with the children and as you may want more time or privacy, then please make an appointment. You can also contact Helen Chester (the manager) at any time via mobile or the preschool number during term time. There is also e mail if you need to make contact.
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- We monitor each child through all stages of their learning and will discuss this with you. We send home 'WOW notes' and 'just to say' notes. We also complete home school books so information can be shared. General updates of what we are doing are on our notice board, through newsletters, facebook, pages and the web site. The staff will also suggest ways how to support your child to achieve targets and goals.
- We offer play and learning session where parent/carers are able to come and share activities and events with us, that can help your child's learning. We also have paren/tcarer week where we discuss your child's progress.



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- If we need additional learning resources we borrow equipment for children with additional needs, from local schools and resource centre's.
- We provide spring loaded scissors to support co-ordination , adapted pencil grips, paint dabbers and chubby crayons. Also light boards and sensory resources that can support learning.

What support will there be for my child's/young person's overall wellbeing?

- At CK we have a structured but freedom of choice learning environment. We have circle time and reflection time where children can talk about how they feel and they have 'show and tell' where they share items. We have a medication policy and staff are First Aid qualified. Helen, the manager is Senco trained and has experience in health and social care and educational needs. We have golden rules so children feel valued and are part of their own emotional and social learning. We also have a 'feeling board' . Snack and lunchtime is shared with all children and staff to support socialization skills and positive relationships.

How will the setting ensure they take account of my child's views as appropriate?

- All children have a voice and we share time in the morning as a group and throughout the day, the staff encourage children to share and reflect on what they enjoy and what are their preferences. This is incorporated in the planning.

How will my child be included in activities outside the setting including trips?

- All children will have an equal opportunity to access school trips and risk assessments are in place. They will be involved in the trip along with all the other children ensuring any additional needs are met. We will liaise with all parents to ensure your child is fully supported.

How accessible is the setting environment?

- The building is wheelchair accessible and has suitable toilet facilities for wheelchair users. We use Somerset Total Communication (SLT) sign language and also have visual timetables, a sign of the week and visual labels for toys. All children are supported to use SLT so that everyone can communicate together.



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- If English is not a first language we can provide translations of all newsletters and information sheets. We can discuss any additional requirements and can contact outside agencies for additional advice at the Pre-school Learning Alliance.

How will the setting prepare and support my child to join the setting, transfer to a new setting or move onto school?

- When your child joins us we offer free taster sessions, that we plan around you and your child's needs. The transition in starting can be gradual and parent/carers are welcome to stay to settle in your child. When they reach school age, (and if local,) we take the children to visit their primary/ infant school. We complete transition forms and contact the school to provide information about your child. This will only be shared with your written consent and will include learning journeys, unique child forms and pathway books.

How is the decision made about what type and how much support my child/young person will receive?

- If your child needs support, we can provide and suggest resources that could help. We will liaise with other agencies who can assist, such as speech and language therapists, hearing support, occupational therapists and the health visitor. We will involve you as parent/carer throughout and can attend meetings with you and your child that can be held at CK. We will complete individual learning plans, that will be reviewed.

Who would be my first point of contact if I want to discuss something about my child?

If you have any questions or concerns, about your child at our setting, please phone or e mail Elaine Cox the manager (SENCO)

[Linked to making positive contribution – Every child matters](#)

[Linked to EYFS – 3.66](#)