



## SEN (Special Education Needs) Policy

### Earlybirds Local Offer

#### Statement of Intent

We provide an environment in which all children are supported to reach their full potential.

#### Aims

- We have regard to the SEN Code of Practice.
- We ensure our provision is inclusive to all children.
- We support children with SEN, their parents and families.
- We work towards early identification of children's individual needs and early intervention to meet those needs through a range of strategies.
- We work in partnership with parents and other agencies such as education, health and social care services to meet children's individual needs.
- We monitor and review our practice regularly, making any adjustments necessary.

#### Methods

- We have a designated member of staff to act as special educational needs co-ordinator (SENCO) who is the first point of contact for parents. Our designated SENCO is Kerry Wood.
- The SENCO will support the child's key person and other practitioners to meet the needs of children with SEN. She will also liaise with relevant professionals or agencies from beyond the setting.
- The SENCO will attend regular update meetings and training and will feed back to staff. Staff will also attend specific training to support individual needs.
- Staff at Earlybirds have experience in supporting children with both SEN and medical needs and have undertaken training in areas such as diabetes, speech and language, portage, autism and behaviour as communication. Staff have also undertaken training in Somerset Total Communication (STC) and work in close co-operation with our local schools and health service.

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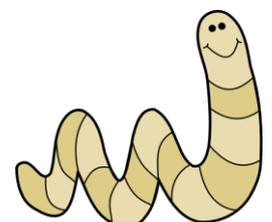
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- We ensure that the provision for children with SEN is the responsibility of all practitioners.
- Our inclusive practice policy ensures equality of access and opportunity. Our building is fully wheelchair accessible and we have disabled changing and toilet facilities. We use STC to enhance our auditory and visual environment.
- STC along with the key person approach and partnership with parents will be used to ensure children with SEN can communicate their needs and wishes and understand other people's communication. These methods, along with EAL (English as an additional language) training and support will enable our staff to communicate with parents whose first language is not English.
- Planning activities based on children's individual needs will help children with SEN and medical needs to be able to access all the activities of the setting, build relationships and make friends.
- We work closely with parents of children with SEN to create and maintain a positive partnership. Key persons are available to discuss children's progress during sessions or an appointment may be made if preferred. Children's learning will be monitored through both parent and practitioner observations, two year checks, ECAT forms and the EYFS personal pathway.
- We ensure parents are informed at all stages of the assessment, planning, provision and review of their children's education enabling parents to support children's learning at home. Parents are also consulted and involved when planning trips or special events.
- We provide parents with information on sources of independent advice and support.
- We work closely with parents and other professionals to support children with SEN and medical needs during transitions such as when they join Earlybirds, attend more than one setting and move on to school. We do this through the key person approach and by sharing information such as EYFS personal pathways, encouraging visits to Earlybirds before the child starts attending, visiting school with the child and by teachers visiting our setting.
- We adopt a graduated response to ensure early identification (involving early years area support and specialist support) and support for children with SEN. A graduated response involves a cycle of assessment, planning and reviewing our actions in increasing detail and with increasing frequency, to

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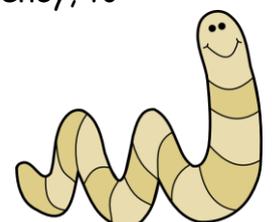
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identify the best way of securing good progress. At each stage the child and their parents are involved and consulted.

- We ensure the child is able to contribute their views by methods such as direct observation, pictures, photographs, small world play, role play or puppets. Open ended, age appropriate questions can also be asked in order to establish the child's voice. We ensure that children with SEN take part in the activities, visits and trips of the setting alongside their peers. We do this by differentiating the activity where needed, this may be through providing additional support from within the setting, the involvement of specialist support or the provision of additional resources.
- We ensure that the child's overall wellbeing is supported by providing staff with training and support where necessary to meet the child's medical and social needs. We ensure the administration of any medicines are recorded and witnessed and that the administration of medicines and provision of personal care are done sensitively and with privacy. We support children's personal, social and emotional needs through providing activities and experiences that help children develop a positive sense of themselves and others, form positive relationships, develop social skills and learn how to manage their feelings as detailed in the EYFS framework.
- We monitor the effectiveness of our practice and provision through reviewing planning, provision and progress of individual children, staff and management meetings and the views of parents, professionals and external agencies.
- We monitor and review our policy annually.

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