



September 2022 SENDCo Policy

Our written statement

The carers at Olivers Lodge will meet the before stated criteria in order to make any children with special educational needs or disabilities attending the provision as welcome and as comfortable as possible.

Staff ratios will be designed to meet the needs of individual children who attend and have special needs.

So to make the children's time in the provision as comfortable and enjoyable as possible, Olivers lodge will work closely alongside parents to gain knowledge, and to consult with them about the need for any special services and equipment for the children in our care.

As with all of the children cared for by Olivers Lodge, the child's information is kept confidential, and we ensure privacy of children with special needs when intimate care is being provided.

Olivers Lodge will aim to do whatever is necessary to offer a warm welcome to any child in our care. If the need for adapting activities and routines arises then so be it. We will offer support physically and emotionally if necessary to any child in need of it.

We will be confident and aware that queries from other children regarding a child with special educational needs and/or disabilities may arise, and taking into account confidentiality, we will endeavour to answer any questions being sensitive to all the children's needs.

The provision Manager - SENCO

- The SENCO will be responsible for the day-to-day operation of the policy and co-ordinating provision for the children.
- The SENCO will be responsible for liaison with parents, staff and other agencies.

- All staff will be responsible for observations, record-keeping and One Page Profiles.
- SENCO will have an overview of each child.
- To be aware of Preschool policies.
- To be introduced to all children in the group.

Olivers Lodge aims to:

- To offer a broad and balanced curriculum with as much access to the Foundation Stage as possible.
- To ensure that all children with SEND engage in all activities and are fully included.
- To develop a support system and strategies that enable the SENCO to work with the whole setting team to deal effectively with children and their parents.
- To have a positive approach, building on children's strengths and taking into account their wishes in the light of their age and understanding.
- To involve parents in a working relationship.
- To work in partnership with outside agencies.
- To monitor and review individual needs of children, enabling early identification and to facilitate early intervention.

Definition of the term “having a special educational need or disability”

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- (c) is under five and falls within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

- (a) for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.
- (b) for a child under two, educational provision of any kind.

[*Education Act 1996, Section 312*]

The Preschool recognises the Disability Discrimination Act 1995.

Since September 2002 the Disability Discrimination Act 1995 (DDA) has applied to all providers of early years services. The Act states that it is unlawful to discriminate against a disabled child in the provision of any service. There are two main duties set out in the Act:

- Not to treat a disabled child less favourably
- To make 'reasonable adjustments' for disabled children

We aim to enable all the children to have equal access to the curriculum in an environment where every child is equally valued and respected. If any parents have any queries or concerns about our policy or practice they are welcome to arrange a meeting with management Group/Owner.

The Disability Rights Commission (tel: 08457 622 633) provides a range of information and guidance on the Disability Discrimination Act. This organisation would be able to advise if the concern relates to an issue of the possible discrimination of a disabled child, which cannot be resolved within the setting.

Descriptions of One Page Profiles. Initial concerns.

Identification and Assessment

- This will be the responsibility of staff and Parent/Carers.
- The key Person for the child will make observations.
- SENCO will help and consult other agencies with Parent/Carers consent.

- Observations will be made throughout the day.
- We treat all children as individuals and we involve them all in small group work appropriate to their needs and development.
- It is the parents' responsibility to tell staff of any issues that may affect their child.

Identifying Needs

- Preschool staff will raise concerns they may have with the SENCO and Childcare Manager.
- Discussions may take place in staff meetings.
- Parents may approach staff with their concerns.
- The children themselves, identify they have a need through difficulties they may have.
- An outside agency who will liaise with the SENCO.
- If a child transfers from another setting the SENCO will check records for information concerning a child's special educational needs.

One Page Profiles

- One Page Profiles are compiled jointly between Parent/carers and preschool staff.
- Parent/carers provide information regarding each child's achievements and interests.
- Statements regarding importance and needs for the child.
- Area's where additional support is required.
- Together parent/carers, child's input, key person and SENCO agree the outcomes we are working towards.
- Together an agreement will be decided on how we achieve these outcomes.

Confidentiality:

All information and One Page Profiles on each individual child will be kept strictly confidential within the Preschool.

Complaints Procedure:

Childcare Manager, refer to Preschool Complaints Policy.

Planning and Resourcing

- If extra funding is necessary the Childcare Manager will approach the outside agencies.

- Identification can be made at any time.
- Reviews of the child and their One Page Profile will be at agreed points throughout the preschool terms.
- SENCO's time will be variable depending on the needs of the child.
- Key Persons will have time when necessary to discuss concerns.
- Parents will be involved as much as possible. If the need to talk to the Key Person/SENCO time should be given.
- Funding should be available for training.

On-going Monitoring

- As agreed in One Page Profile.

Support offered to children, staffing, resources, etc.:

Staff Development Courses:

The SENCO at the setting will attend the SENCO training.

Partnership with Parents:

Parents should play an active and valued role in their child's education. Parents should have access to information, advice and support during the assessment of their child. Preschool staff should be sensitive to the parents' feelings, and should present a positive attitude.

Links with other settings, schools and outside agencies:

The Preschool's area SENCO will provide advice and support to the Preschool staff and the SENCO, when liaising with outside agencies.

Reviewed by: Hannah Gogin *Hgogin*

Reviewed on: 11th January 2022

Next Review due by: 10th January 2023