



## KINDERGARTEN SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

### INTRODUCTION: WHAT ARE SPECIAL EDUCATION NEEDS

A child has special educational needs requiring special educational provision if he or she has a learning difficulty or is gifted.

A child has a learning difficulty if:

- has 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

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them. (Code of Practice 2014)

### AIMS

Most importantly, Thomas's has an underlying belief in quality teaching practices and high expectations for all children. Our aims are:

- to provide the best setting to meet the needs of children with SEND and to monitor and evaluate sites and resources in order to effect improvements.
- through reasonable adjustments to enable all children, including those with SEND, to have full access to all elements of the school curriculum
- for staff at Thomas's to welcome children with special educational needs and adopt a positive attitude towards all children's needs, recognising each child's achievements as well as his or her difficulties.
- for all children to achieve the maximum possible for their ability
- to acknowledge parents/carers as invaluable partners and involve them in decisions about their children's education.
- to ensure safeguarding procedures are in place to ensure that all children will be protected from harm and neglect.
- to ensure that children with medical conditions are supported to enable their maximum inclusion in all school activities

## **OBJECTIVES**

The Kindergarten's objectives for SEND show a commitment to:

- the early identification, assessment and graduated provision for all children causing concern
- working within the guidance provided in the SEND Code of Practice 2015
- the continuous monitoring of child progress to aid identification and maintaining an awareness that the continued progress of children with SEND is the responsibility of all staff
- regularly monitoring and evaluating provision in place to overcome barriers to learning
- working in partnership with parents/carers thus enabling them to take an active role in their child's education
- involving children actively in the decision making process regarding their education
- working with outside agencies to meet the needs of SEND children
- ensuring support and well targeted continuing professional development opportunities to enable a high level of staff expertise to meet child need and fulfil their responsibilities
- ensuring that pastoral care and support is available for all children so that they may develop in all areas and build a strong sense of self-esteem

## **ROLES AND RESPONSIBILITIES**

The SEND Co-ordinator is responsible for the day-to-day operation of the kindergarten's SEND policy. The SENDCo for the Kindergarten is Kathy Ballantine. Her responsibilities include:

- ensuring liaison with parents and other professionals in respect of children with special educational needs.
- advising and supporting other practitioners in the setting.
- managing interventions and developing alternative teaching strategies and individual programmes where necessary, in collaboration with the subject/class teacher
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.
- keeping abreast of professional developments and current good practice
- leading induction and in-service training so that teachers are aware or a trained in recognising signs of SEN.

The SENDCo should also take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken.

## **PROCEDURES**

### **Admission Arrangements**

- Thomas's Kindergarten have a non-selected entry procedure. The Admissions Policy includes provision for children with SEN to have equal opportunity to participate. Every effort will be made to meet the individual needs of a child with SEN.
- The Equalities Officer monitors process and practice.
- A checklist is provided by specialists from the kindergarten's support agencies for the initial procedure.
- Daily and weekly plans will include information about differentiation.

- Thomas's Kindergarten is committed to working with parents and their views and contributions are valued.
- Children with SEN have equal access to all areas of the curriculum and are taught fully within their class sets unless being removed for specialist one to one teaching.
- Individual education plans are reviewed termly by the group teacher and the SENDCO. Parents are involved in formulating the IEPs.
- The SENDCO will produce a list of resources held centrally.

## **PROVISION**

At the Kindergarten the curriculum, site and facilities are fully accessible to children with special educational needs. In the light of evidence about a child's particular needs, provision can include:

- improving access as far as is reasonable through physical changes to the building and by providing extra resources.
- appropriate and effective classroom management plans, with planning and differentiation to meet the individual's needs, including EHC offer where appropriate
- ongoing consultation with parents to establish a collaborative partnership and programme of support
- developing and maintaining links with support agencies, other mainstream schools and special schools through visits, following up former children, memberships of professional bodies e.g. NASEN, NAGC.
- alerting all teachers and support staff to the child's needs and providing appropriate training and literature.
- providing alternative sources of information.

### **Curriculum and resources:**

- Sign system in place to support communication.
- Equipment which is particularly suitable.
- SEN folder of articles and leaflets, available to support staff, parents and carers.
- Books available to support staff, parents and carers.
- Foundation stage curriculum is planned and differentiated to meet specific individual's SEN.
- Careful choice of resources is made to facilitate access.

-

## **IDENTIFICATION AND ASSESSMENT**

The SEN Code of Practice stresses the importance of the early identification of children with SEN.

This is catered for by:

- Observations and assessments are routinely used for all children in the setting.
- When an early education practitioner who works day-to-day with the child, or the SENDCO, identifies a child with special educational needs, they should devise interventions that are additional to those provided as part of the setting's usual curriculum offer and strategies.
- Parents/carers will be part of the process for formulating an Individual Education Plan; these plans included information about the short term targets set for the child, the

teaching strategies and the provision to be put in place, when the plan is to be reviewed, and the outcome of the action take.

- Ideally IEP's should be continually kept 'under review', and in such circumstances there cannot simply be a 'fixed term' or a formal meeting for reviews.
- There should be confidentiality and secure access to records.

### **PARTNERSHIP WITH PARENTS AND CARERS**

At the Thomas's Kindergarten we recognise the vital role of parents and work in true partnership with parents/carers, valuing their views and contributions. We will keep them fully involved in their child's education.

To make communications effective professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child.
- focus on the children's strengths as well as areas of additional need.
- recognise the personal and emotional investment of parents and be aware of their feelings.
- ensure that parents understand procedures, are aware of how to access support in preparing for contributions, and are given documents to be discussed well before meetings.
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers.
- recognise the need for flexibility in the timing and structure of meetings.

### **TRANSITION TO ANOTHER SETTING**

- Thomas's Kindergarten places great emphasis on the procedure resulting in the correct choice of school for children to move on to.
- Support for parents in choice of next school and in preparing for transfer is offered by the Head and the SENDCO.
- The Head and the SENDCO make contact with the receiving school to discuss the child's individual needs.
- Transfer of information is arranged with the parents' consent and includes the SEN file and the child's last school report.

### **Links with Support Teachers and Agencies**

- The kindergarten invites self-employed, specialist teachers into the school and offers parents the option of paying for individual or paired lessons. These teachers may be independent or may be attached to a body such as the Dyslexia Teaching Centre, Queripel House or Ruth Jacobs Associates. These teachers agree to follow the School's policy and work through the SENDCO.
- The kindergarten buys in screening, advisory and back-up services from a variety of professional bodies and individuals.
- The kindergarten advises parents on a wide range of available services and advice e.g. the Wandsworth Support Agencies and Parent Partnership services.

### **MONITORING & EVALUATION**

Meeting the needs of children and young people with SEN successfully requires partnership between all those involved – LEAs, schools, parents, children, health and social services and other

agencies. Partnerships can only work when there is a clear understanding of the respective aims, roles and responsibilities of the partners and the nature of their relationships, which in turn depends on clarity of information, good communication and transparent policies. The SEN Policy is reviewed yearly as part of the School’s monitoring and evaluation cycle. The review includes looking at the effectiveness of identification, efficiency of record keeping, resources and provision.

The SEND Policy and practice is part of an ongoing monitoring and evaluation scheme, which looks at:

- systems for identifying and assessing children with SEN.
- record keeping.
- resources.
- provision made to meet the needs of children with SEN.

## REFERENCES

This Policy was informed by:

SEN Code of Practice 2015,

The Equality Act 2010,

The Education Act 2011,

Statutory Guidance on supporting pupils at school with medical conditions 2014

Children and Families Act 2014.

Development Matters

**See also:**        [Behaviour Policy](#), [Disability Policy](#), [EAL Policy](#), [Inclusion Policy](#),  
[SENDA Policy](#), [Teaching & Learning Policy](#)

<b>This policy will be reviewed annually</b>			
Latest Review: April 2017	By:	Kathy Ballantine, Acting Head	No changes
Next Review: April 2018	By:	Kindergarten Head	