

KIA MENA MONTESSORI PRE-SCHOOL

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SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

At Kia Mena we aim to provide an environment in which all children with special educational needs and/or a disability (SEND) are supported to reach their full potential.

We have regard for the Special Educational Needs and Disability Code of Practice (2015) and ensure that the provision is inclusive to all children with special educational needs.

Children have special educational needs if they have a learning difficulty that calls for *special educational provision* to be made for them.

Children have 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 that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the area of the local authority;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The definition of disability according to the Disability Discrimination Act 1995 is: a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to perform normal day-to-day activities.

We are developing a vision of inclusion, which is based upon the desire to create a socially inclusive community. No child is discriminated against because of disability or learning difficulty. All children are given the full opportunity to participate in all parts of the curriculum and life within our setting.

Special educational provision means:

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

Early intervention for children with SEND will be ensured by observations and record keeping of each child in the setting by their teacher. Any concerns will be discussed with the child's parents and the Special Educational Need Co-ordinator where necessary. A good range of activities is provided to meet the needs of individual children in accordance with the Early Years Foundation Stage.

We are committed to dealing with children's needs matching the level of help to the best needs of the child. A discussion will be held with the parents to decide what is best for your child. The pre-school will also decide what this involves and what should be done to help your child's progress. The setting uses a graduated response to working with children with special education needs (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress. Parents may be asked to complete, with the SENCO, a Common Assessment Framework form in order to access other services where appropriate.

We have a responsibility to protect all children from abuse further details can be found in our Safeguarding policy. We recognise that children with SEND can be more vulnerable. We are also committed to promoting equality of opportunity within our setting - see the Equal Opportunities Policy.

The special needs co-ordinators (SENCO) are MRS EMILY FRANCIS and MRS JANE JAYE

Their responsibilities are:

The day-to-day operation of the group's special educational needs policy.

- Ensuring liaison with parents and other professionals in respect of children with special educational needs.
- Advising and supporting other practitioners in the setting.
- Ensuring that appropriate Individual Educational Plans are in place.
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.

Initially, we will record any concerns about a child's difficulty and speak to the parent about this.

We may ask:

- a) about the child's health and development when he or she was younger;
- b) how the child behaves at home and how the parent thinks he or she is getting on at school; and

c) about the possible causes of the child's difficulties and anything the parent may feel would help their child.

The Special Educational Needs Co-ordinator will talk to the parents and other teachers and oversee the drawing up of an Early Years SEN Support Plan in line with the borough's criteria for identifying children with additional needs. The plan will set targets for the child which are specific, measurable, achievable (and challenging) relevant and time bound. A date for a review to see what progress he or she has made will be set. Parents are encouraged to work with their children at home. Parental support and encouragement are vital and valued. Progress is monitored using copies of plan which is kept in the child's file, the child's key worker is responsible for implementing and recording progress and can access support from the SENCO at any time.

The SENCO will consider the information collected, the action already taken, and together with the teacher and outside specialist e.g. Area SENCO will then decide what more help the child needs. The pre-school will keep a close check on how the child is doing and record the progress. The parents will be kept informed and invited to review meetings. A list of relevant names and telephone numbers for other agencies will be supplied as needed.

The pre-school may also seek specialist help or advice from outside the school e.g. an educational psychologist, speech therapist or a specialist teacher. We will explain how different professionals can help and will give information about local support groups. Referrals will be made with parental agreement.

We will work in partnership with outside agencies and parents and liaise about planning for the move to school.

- * Parents will be advised on the support we are able to offer and where to go for help e.g. their GP to check hearing.
- * Parents will be asked to contribute in the assessment and decision-making.
- * Written observations will be done at pre-school.
- * Confidentiality will be maintained at all times

Where possible the child's views will be taken in to consideration. This may be done by observing the child at play and informal chats. We will ensure where possible that the child knows what is expected of them (targets).

All our staff are given the opportunity to access training offered by the borough of Bromley, and are encouraged to do so.

This Policy will be reviewed annually.

OCTOBER 2023