

## **Abbey Pre-school Special Educational Needs Policy**

Our pre-school aims to provide an inclusive environment where all children have access to and receive a broad and balanced curriculum with differentiated support.

- Children with special needs and/or disabilities, like all other children, are admitted to the pre-school after consultation between parents, the pre-school manager, intended key person and if possible the child. The premises are fully accessible for disabled children and adults.
- If it is felt that a child's needs cannot be met without the support of a 'one to one' then this will be put in place.
- Our system of observation and record keeping enables us to monitor children's needs and progress on an individual basis and identify any difficulties that a child might have, so that we can work with parents to address this. We have high aspirations and expectations for all children
- Our key person system ensures that each member of staff is especially responsible for a small group of children and can help plan activities and strategies and keep parents and carers in touch with progress and goals. Parents will be invited to reviews of their child's targets and their comments welcomed and appreciated.
- We work in liaison with staff outside the pre-school, including therapists, health visitors, psychologists, social workers, paediatricians and Portage workers, to meet children's specific needs. Our staff attend, whenever possible, in-service training on special needs arranged by professional bodies.
- Some children will be identified as needing interventions additional to or different from those provided as part of our usual curriculum or strategies. These strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP).
- The SENCO for Abbey Pre-school is Frances Horne and she is available to discuss any queries or concerns staff or parents may have, keep parents and carers informed with progress, and help plan strategies and a graduated approach and for the children. A request for help from external services is likely to follow a decision taken by the SENCO and key person in consultation with parents at a meeting to review the child's IEP. She will contact outside agencies where necessary and act as a resource for all staff regarding SEN.
- As with all our children but particularly for children with identified special educational needs we will do everything that we can to facilitate a smooth transition when they move on to another setting. Pre-school staff will complete a Record of Transfer to share the children's achievements, attach any IEP's and suggest to parents that they share their child's Learning Journey. If they are moving on to school the pre-school will take part in a transition meeting, invite reception teachers to visit the setting and take the children to the Primary Schools for visits whenever possible.

This policy is reviewed and updated annually and a copy is displayed on the notice board.