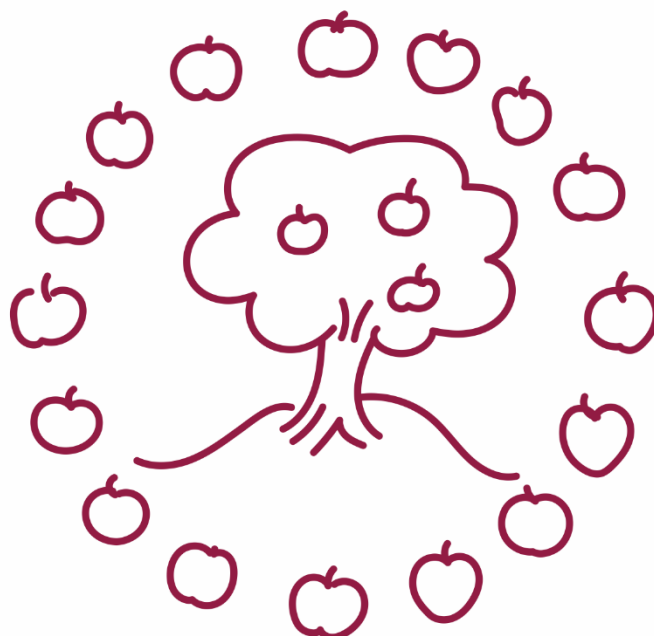


Kingsbury Episcopi Pre-school

SEN policy



Success Through Teamwork

Approved by the Governing Body of Kingsbury Episcopi Primary School	
Chair of Governors	Simon Faull
Signature	Simon Faull
Date:	Autumn 2024
Review Date:	Autumn 2024

Special educational needs offer at Kingsbury Episcopi preschool.

How preschool knows if children need extra help and what should parents do if they think their child may have special educational needs (SEN)?

- Children's needs are identified through observations as they play and interact, using EYFS development matters, ECAT (communication skills), completing the 2-year-old check for those children under 3 years of age.
- We work closely with parents to gain a full picture of children's interests, skills, abilities when they start at preschool and as we monitor progress during their time at preschool.
- We work with a graduated response to identify and respond to a child's needs
- For children with identified needs, we would arrange entry planning before commencing preschool, and transition planning as they move away from preschool to school or a new setting.
- Parents can speak to staff at drop off and collection time, but appointments can also be made to discuss issues confidentially. At preschool we organise termly meetings with families to discuss a child's progress, and work with other professionals and families following specific plans and timescales for interventions

How the practitioners at preschool support children and how the curriculum be matched to the needs of a child.

- Each child is allocated a key worker who maintains a learning journal of that child's progress and learning needs.
- At preschool we have a Special educational needs coordinator (SENCO) who advises and supports all practitioners when SEN are identified. The SENCO also liaises with other professionals to ensure the child is receiving the appropriate support
- After consultation with parents' preschool may seek advice from Health Visitors, Speech Therapists, the area SENCO or others as appropriate for the child.
- With families and other professionals, we would develop a learning plan to support progression in identified areas. Part of a cycle of Assess; Plan; Do; Review.
- The curriculum at preschool acknowledges that all children develop at differing rates, the starting point is the interests of each child, with the aim of promoting development and inspiring children to learn through play.
- Being with other children and learning through social interactions from each other is also a crucial aspect of development and opportunities at preschool.

How parents know how their child is doing and how preschool will help to support the child's learning

- Preschool uses the development matters of the EYFS to assess and support learning, these are share with parents at least termly
- Preschool shares a learning and development plan with parents each term, sharing two achievements and one area to develop for that term, parents are also asked to complete the same to share with the key worker
- As part of the 'Assess; Plan; Do; Review' cycle we work with families to monitor progress and obtain feedback
- Preschool will work with families to ensure that communication channels are open with face-to-face discussions, communication books, calls or emails that best suit the families.

How preschool will support the child's overall wellbeing

- Preschool works with parents to plan settling-in sessions to support children and families
- Any medications or health care plans will be arranged prior to starting at preschool as part of the medicines policy
- The adult to child ratio allows for good observation and support of children as they play and interact
- At preschool we value the time we can give to children to play alongside, listen and get to know them and their interests. It is our aim to understand how each child learns and plays so they get the best experience from their time at preschool
- Activities and resources are organised and monitored to ensure participation is safe, though allowing for children to challenge themselves and have new experiences

How preschool ensures we take account of a child's view

- Firstly, by getting to know children and families
- Observing children's behaviour, play and interactions
- Listening to children and seeking advice about other methods of communication as appropriate

How preschool accesses specialist services and undertakes training to support children with SEN

- Preschool SENCO has attended the training provided by the Local Authority; the SENCO also attends termly update meetings
- Preschool SENCO has knowledge of professionals to contact for support and further training in response to identified needs

The accessibility of preschool

- Preschool is accessible for wheelchair users
- There is a disabled toilet on the primary school site
- Preschool has changing facilities in the toilet area
- Preschool has access to support for families whose first language is not English.
- Preschool is open plan with lots of space for free movement

How children at preschool are included in activities outside and on trips

- Preschool has its own garden play area, with grass and tarmac
- Outside activities are planned for each session
- All children are supported to ensure they have the right clothing for outside play, encouraging children to become able to put on their own coats etc.
- Short local walks are undertaken from preschool when the ratio of practitioners to children is enough to ensure safety on the road.
- Trips further afield are organised when parents or extra helpers can attend

Support at point of entry to preschool, transition to a new setting and decisions about care needs are all undertaken with the family/parents, appropriate professionals and the new setting/school.

Further information about organisations that can help with specific needs can be obtained through the preschool SENCO, by contacting preschool.