



SEND Information Policy for Acorn Pre-School from September 2014.



Special Educational Needs & Disability

Acorn Pre-School has been running at the Village Hall in Paulton for over 35 years. Our OFSTED number is 132997. We have a named Special Educational Needs and Disability contact at the setting.

This is our SEND information policy, which is a part of the BANES council Local offer for learners with Special Educational Needs and Disability (SEND). From 1st September 2014, there will be major legislative changes to the way disabled children and young people and those with special educational needs (SEN) are assessed and supported.

All early years settings, schools, colleges etc. have a legal duty to publish information on their website about the implementation of their policies based on the early identification of children's needs in relation to SEND. This work will be done with other services as needed. The information published must be updated annually.

Acorn Pre-School provides an environment which promotes all children's sense of security and helps them to form very strong emotional attachments within a keyperson system. It is our ethos to ensure that we meet the needs of all children in our care and support them to reach their full potential.

Our focus is to ensure that children are encouraged to develop at their own pace following their likes and fascinations, ensuring that each experience promotes each child's social / emotional development, as well as physical and cognitive development.

We ensure that we provide quality care for children through a co-operative partnership between staff, parent / carers and the children. Our goal is to provide the foundations in which their future experiences will be based on. We ensure that children and young people and their parents are at the centre of decision making, supporting them to participate in the process and focus on their aspirations and reaching their desired outcomes.

We ensure our provision is inclusive to all children with special educational needs, and should a child need constant one-to-one support, then an appropriately qualified member of staff will be assigned to the child and family, to overcome the barriers to their learning.

We support parents and children with these additional needs, by working in partnership with parents and outside agencies, such as speech and language therapists, occupational therapists, health visitors and social workers, the Area SENDCO and ASD support from Fosseway School, in meeting children's specific individual needs.

Our a Special Educational Needs and Disability Co-ordinator (SENDCO) offers support to the child, their family and also staff who are working with the child, ensuring that their needs are met within the Pre-School.

We at Acorn Pre-School will use various strategies to adapt access to our provision and the opportunities we provide, making sure that we are inclusive for all children to create a positive and stimulating environment. This includes:

- The use of Visual Timetables
- IEPs (Individual Educational Plans)
- Action Plans
- Behaviour Plans
- Observation Folders

We plan, implement, monitor, evaluate and review individual educational plans (IEPs) for children with Special Educational Needs and Disability regularly, and these are kept within our SEND folder in the setting. We ensure that children's observation folders, as well as the review of the IEPs, are shared with the children and their parent / carers on a regular basis, ensuring we continually communicate, to enable us to involve them in all decision making with regards to their child's learning journey.

All staff attend training courses to ensure that their knowledge is kept up-to-date, with regards to legislative changes and this is discussed at termly staff meetings. They are also supported by the SENDCO within the setting.

We ensure that regular meetings are held with other providers who care for our children, to ensure that we share information, to meet their needs and enable us to plan opportunities to move them on in their development. Both following their likes / interests / fascinations, as well as planned adult-led activities.

We have a large building, accessed by a ramp and double doors to the front (which are always locked once the children are dropped off and the parent / carers have left), as well as to the free-flow outside play area at the rear, to enable all children to move around freely. There is also a disabled toilet on the premises. Any further adaptations would be discussed with parent / carers should the need arise.

All children will be supported with their transitions, whether this is to another setting or care provider, or when they are leaving us and moving on to school. We are committed to working in partnership with children, parent / carers, their families and other providers to ensure that a smooth positive transition occurs.

Our arrangements for SEND will be regularly reviewed and evaluated to ensure that the systems that we have in place supports all children, whatever their need.

Joy Comer
Pre-School Leader / Manager
August 2020