

ACCESS TO PLAY FOR CHILDREN OF ALL ABILITIES

Aim

The Pre-School Learning Alliance (PLA) is committed to helping pre-schools provide quality for all children and families. As a member of the PLA Dilton Marsh Pre-School believes that no child, individual or family should be excluded from pre-school activities because the child has special needs or disabilities as defined by the Children Act 1989 and/or Education Act 1993.

Methods

Curriculum

1. Here at Dilton Marsh preschool we follow the Early Years Foundation Stage (EYFS) which is used to track and record every child's personal progress and development and identify any areas of need, through observations as well as using tools such as Letters and sounds, ECAT (every child's a talker) and BLAST (Boosting Language Auditory Skills and Talking).
2. Dilton Marsh preschool offers an enriched learning environment which includes a range of equipment and resources including positive images of children of all abilities and cultures. We also celebrate a range of religious celebrations, teaching children that we are all different.
3. Dilton marsh preschool is open to all families in our community, and provides equal opportunities for all families. If a child has any special educational needs, disability, an EAL child (English as additional language), or any cultural requirements, preparation for inclusion into pre-school will be undertaken by Karon Levett (Play leader) and Mary-Ann Glass (SENco), working in partnership with parents/carers sharing information to ensure that specific needs of the individual child are known and arrangements can be made prior to the child starting preschool.
4. **Planning** will be adapted to ensure all children's individual needs are met, including children's next steps.

SENco procedure Dilton Marsh Pre-school follows SEN Code of Practice 2011 on the Identification and Assessment of Special Education, and using the WIPID

1. Identify through observation any areas of need, or if a parent/carer has any concerns regarding their child's developmental need they can arrange to discuss them with their child's person, or Mary-Ann Glass (SENco)
2. Arrange meeting with parents to discuss any area of need.
3. Parents/carers to sign our SEN permission form for sharing information and SEND (special educational needs and disability) lead worker permission form, who will offer support to the SENco and families when needed.
4. Develop an IEP(individual educational plan) setting specific targets to support the individual child.
5. Parents may be asked to arrange other outside assessments ie GP for a hearing test or the Heath Visitor for a SOGS(schedule of growing skills)
6. SENco to make any necessary referrals to relevant agencies ie speech and language.
7. SENco and keyworker to work regularly through a child's targets.
8. IEP(individual educational plan) reviewed every 6 weeks and new targets set when necessary.
9. Special educational needs transfer forms to be completed when a child moves onto school or another preschool/nursery

Support in the Pre-School

1. Some children who may need one-to-one support:
 - a. Children who have a physical, or sensory, disability that makes them unable to negotiate the play space or play equipment.
 - b. Children who have severe learning difficulties, Social communication difficulties or behaviour difficulties.
2. Play leader and SENCo will work in partnership with the parent and SEND lead working to seek funding where possible to provide this support or any other necessary support, ie specialist equipment.
3. An inclusion support worker will be appointed to support the child while they attend pre-school.

Information and Parental Support

1. We will take every opportunity to ensure that the parent of a child with special needs is welcomed and supported in the same manner as any other parents.
2. We will support parents in any way possible this may include seeking any required information, advice from professionals or funding where possible,

Personal Care

After discussion with the parents, any necessary personal care will be given to ensure the child's comfort while in the pre-school.

Diet and Medication We will record and administer any special diet of medication after discussion and agreement with the GP and parents/carer signed permission and in collaboration with insurance guidelines.

Staff Training and Support

We will encourage SEN staff to keep up to date with any SEN training and give all staff every opportunity to increase their knowledge and skills whether it is outside or in house training to ensure that they are able to:

- a. Develop a curriculum that enables all children to become aware of special education needs, disability and religion.
- b. Work with children who have special needs and disability.

This policy was adopted at a meeting of the pre-school held on (date)..... 29/09/2010

Signed on behalf of the pre-school.....

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