



Special Educational Needs & Disabilities Policy & Procedures

Aim

At Stockton House Pre-School, we welcome children with special educational needs and/or disabilities as part of our community. We recognise that we will need to consider the individual needs of children when planning our curriculum and we aim to provide a curriculum, which is accessible to the individual needs of all our children.

We recognise the importance of early identification and assessment of children with special educational needs. This is particularly important in the area of Early Years' education. We will develop practices and procedures which will aim to ensure that all children's special educational needs are identified and assessed, and the curriculum will be planned to meet their needs.

We recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision-making about their special educational provision (if age appropriate).

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child.

In the completion of this Policy, Stockton House Pre-School has regard for the following:

- SEND code of practice: 0 to 25 years 2015
- The provisions of the Special Educational Needs and Disability Act (2001)
- The Equality Act 2010, which state that you cannot discriminate against a child with disabilities, and that reasonable adjustments must be made so that the setting and its activities are accessible.
- A duty is set out in Section 313(2) of the Education Act 1996 and section 4(1) of the Nursery Education Grant Maintained School Act 1996, that all early education settings in receipt of government funding are required to have regard to the SEND Code of Practice: 0-25 years 2014
- More recently, the Early Years Foundation Stage (EYFS) statutory guidance states that providers must have specific legal requirements for equality of opportunities and clearly states that providers should have regard to the SEND Code of Practice: *"All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development."*
- A minority of children will have particular learning requirements which go beyond the provision described in the EYFS which are likely to arise as a consequence of a child having a special educational need.

Within Stockton House Pre-School and in line with the confidentiality policy, we will keep a record of children who have been identified as having special educational needs. This record will include:

- Child details
- Nature of the difficulty

- Graduated approach with four stages of action: *assess, plan, do, review* (recorded on Planning for SEND) followed by support plan raised at the "PLAN" stage once parents have been formally notified
- Dates of reviews
- If local authority involvement required then EHCP (Education, Health and Care Plan)

Special Educational Needs & Disabilities Coordinator "SENDCo"

The SENDCo is responsible for the day-to-day provision for children with SEND. Together with the SEND Intervention Worker and key workers in our Early Years' setting, our SENDCo maintains and oversees all records for children with SEND. The SENDCo and the SEND Intervention Worker will liaise with other staff about children's needs and will liaise with outside agencies such as health, education and social services regarding the needs of children, always after consultation with parents/carers.

Our Admission & Attendance Arrangements for Children with Special Educational Needs & Disabilities

Children with special educational needs are welcomed into our Early Years setting, as are all our children. We may ask parents to give us further details of professionals involved with their child. When we know that a child may have a special educational need or disability before they start at our setting, we will endeavour to set up a good transition for that child into our setting involving child, parents/carers and any outside professionals known to the child. This may involve the child visiting our setting on a number of occasions and/or a home visit by one of our members of staff.

Due to the quite often complex needs of some children with SEND, it is not always possible to accept the child straight away and admittance to Stockton House Pre-School may be delayed until such a point that we are able to meet the child's needs through staffing, resources and training. This will always be explained to the parent in a sensitive and empathetic manner.

All parents are expected to be honest about their child needs / parental concerns during the registration process, otherwise we may not be able to meet the needs of that child during the time here which will not be of benefit to either the child, parent or other setting users.

Stockton House Pre-School does reserve the right to reduce a child's hours to ensure the safety of the children and staff within the setting. This is a last resort and would hopefully be for a short period of time whilst we help the child adjust accordingly with their surroundings, rules, boundaries. This will be done in accordance with local authority guidance, parental consultation and regular observations and meetings of progress.

Role Played by Parents of Children with Special Educational Needs & Disabilities

At Stockton House Pre-School we work in partnership with parents. We recognise that parents/carers know their children best and have a great deal to contribute. Parents'/carers' views and contributions are valued. In addition, we can offer parents/carers:

- an 'open door' policy which means parents can approach staff whenever they have a concern and time will be made for them;
- scheduled meetings for parents to meet and discuss their child's progress;
- opportunities for parents/carers to come and work or observe their child in the group;
- a parents/carers' room or space; and
- special support groups for parents of children with SEND or can give information about local and national support groups

Children's Views

We always seek views of all children with regard to their education and inclusion. We involve all children in their learning by offering choices using objects, photographs, verbal means etc. All children are encouraged to express preferences using a variety of methods including augmented methods of communication. We seek all children's views in decision making if applicable about the learning environment.

Curriculum at Our Early Years' Setting

Children with SEND are regarded as full members of our community and we offer an inclusive provision to all our children. All children have full access to the environment, resources, staff and activities. Children with SEND engage in the activities on offer in our setting together with children who do not have identified SEND. The curriculum is planned to meet the known individual needs of all children and careful choice of resources is made to facilitate access to the curriculum for all children. We adapt our materials and teaching styles to help children with different individual needs to learn.

Allocation of Resources for Children with Special Educational Needs

At our Early Years' setting we will endeavour to adapt our environment to enable access for children with a wide range of needs and to allocate resources appropriately for children. For children who are supported through "Graduated Approach", with parental consultation, we may request additional resources help from the Inclusion Setting Support Officer (ISSO Team).

Speech and Language Strategies

The pre-school is committed to ensure that the children attending are supported adequately to develop their speech and language skills.

The EYFS tells us that from birth onwards children should be helped to develop:

- listening and attention;
- understanding;
- speaking;
- linking of sounds and letters;
- reading;
- writing.

In order to become good readers and writers, children need to have developed good, speech, language and communication skills. They need to be able to understand – to comprehend – language, as well as developing the skills to use language to express themselves.

There may be a variety of reasons why children experience difficulties or delays in their speech, language and communication development. Here are just a few scenarios:

- ear infections – if a child has many ear infections, they may be unable to hear words or hear distorted sounds, or find it confusing and trying to focus on verbal communication;
- specific difficulties in using their oral muscles effectively, which may affect their speech – for example, if a child has cerebral palsy;
- difficulties that are passed down through families;
- problems during pregnancy or birth that affect childrens' developing brains and contribute to their speech and language difficulties as part of a wider developmental delay;
- a recognised syndrome or disorder that causes communication difficulties;
- a lack of stimulation and support to provide the rich language experiences necessary to develop their speech, language, and communication skills.

For most children there is not a clear-cut reason for delays or difficulties, however some are more subtle, and some are more obvious.

Speech and language are quite a complex area, it is made up of the following:

- **speech** – sound system of the language, how sounds are made by the mouth;
- **language** – structure in which words are used;
- **grammar** – combining words to make sentences, and changing their tenses
- **vocabulary** – (semantics) – sets of words, meanings and different ways they can be used;
- **pragmatics** – appropriate use of language in different situations, e.g., being asked a question and knowing that it requires an answer.

Speech, language and communication can impact on children in many different areas:

- social and emotional development;
- making friends;
- learning appropriate behaviour skills;
- accessing play and learning opportunities;
- further development of language skills
- development of skills in literacy, mathematics and other areas of the curriculum.

With this in mind our practitioners will be consciously ensuring that a good variety of language appropriate to the age group, and enough opportunity to communicate a varied amount of vocabulary is used during your child's session(s) and any small group activities. Depending on the age of the child, simple explanations of words will be discussed.

All children's development is different, physically, and mentally, so try not to compare your child with others, they all have their own specialty!

SEND Procedures

Through the Assess, Plan, Do Review method the Early Years' practitioners observe all children in the classrooms throughout their time at Stockton House Pre-School. If any of the Early Years' practitioners have any concerns regarding additional needs, they will speak to the SENDCo or the SEND Intervention Worker. One of them will then observe your child in the classroom. Depending on what the area of concern is there are various procedures we follow.

In the classroom:

If there is a concern for 'Attention', we use the 'Attention Level Checklist' in the classroom which will be completed by your child's key worker to better understand the level of attention your child has.

If there is a concern for Developmental Delay, Speech Delay or Autism Spectrum Disorder we will use the NHS Developmental Checklist (Therapy Pack) and or Record of Abilities checklist in the classroom which will be completed by your child's key worker.

SENDCo or SEND Intervention Worker:

If there is a concern for your child's level of 'Understanding' we will use the 'Understanding Checklist'. The Intervention Worker will work through parts of the 'Understanding Checklist' inside and outside of the classroom to assess the possible reason for there being concern with 'Understanding'.

If there is a concern for 'Speech Sounds' the SENDCo or Intervention Worker will work through the 'Speech Sound checklist' to find out where your child's speech sounds are relating to the age bracket 'Balloon Tracker' issued by the Speech and Language Therapists. During this test we can also assess if there are any obvious 'Delays' in speech or 'Speech Disorders'.

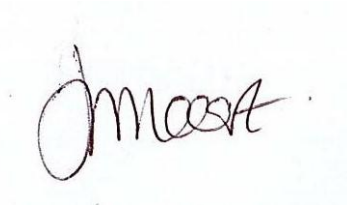
If there is a concern for Speech Delay, the Intervention Worker will work through the 120-word list to assess their understanding of words. If there are any obvious 'Speech Disorders' we will then request from parents to refer their child to 'Speech and Language'.

Depending on the outcome of these procedures if we feel your child would benefit from 1:1 support with our Intervention Worker, we will ask if this is something you are happy with, and we will put a 'Support Plan' in place which will be reviewed every 6-8 weeks. If we feel more intervention is required to help your child, we will then ask permission to contact the relevant outside agency to help us support your child. Inclusion Setting Support Officer (ISSO) usually a telephone conversation, Speech and Language Therapy, Portage, Occupational Health, Thomas Outreach Program (Sept 2025 currently unavailable), etc. (forms are completed for these professionals).

If there is a concern for sensory processing, the classroom will be given a sensory checklist for the environment and child. Upon completion, strategies will then be put in place to help with the child's sensory needs where possible.

Review

This Policy has been reviewed and updated on **31st July 2025** by

A handwritten signature in black ink, appearing to read 'Jenny Moore', is centered on a light blue rectangular background.

Jenny Moore, BA EYPS
Early Years' Manager
Stockton House Pre-School