



## Ladybirds Preschool Special Educational Needs Inclusion Policy

(Revised 4<sup>th</sup> December 2024)

*Working in conjunction with the Early Years Foundation Stage Statutory Framework (EYFS).*

Quality and Consistency.

A Secure Foundation.

Partnership Working.

Equality of Opportunity.

**Unique Child   Positive Partnerships   Enabling Environment   Learning and Developing**

### Introduction

Ladybirds Preschool provides a caring, professional, play and learning environment where all children, including those with special educational needs (SEN) and disabilities are supported to become confident young children with a growing ability to communicate their own views and achieve their best possible educational and life outcomes. We aim to 'work' a fully inclusive practice in its widest sense to incorporate the needs of children, parents/carers, staff and committee.

Five per cent of our annual Early Years Entitlement Funding is allocated to the practical promotion of inclusion within our settings.

Ladybirds Preschool aims to have regard to the Department for Educational Services 0 – 25 SEND Code of Practice, the Children and Family Act 2014 and the Equality Act 2010, and to provide an inclusive policy, with appropriate learning opportunities for children. We believe that all children can achieve. We aim to include all children, so they are a caring, understanding and valued member of the preschool.

### Procedures

Children with additional support are welcomed to the Preschool.

- Staff will liaise closely with, and learn from, parents and outside agencies about the specific needs of individual children.
- We have a designated Inclusion Co-ordinator and Special Education Needs Co-ordinator. They will be involved in planning, implementing, monitoring, evaluating and reviewing the progress children with additional needs make, working closely with that child's key person.
- Our system of observation and record-keeping, which operates in partnership with parents, will enable us to monitor individual children's needs and progress.
- Our key person approach will ensure that each member of staff is specifically responsible for, and close to, a small group of children, so that each child receives adult time and attention.
- If we have concerns about a child during their time at Preschool we will first speak to the parents and ask permission to begin SEN support, consulting with agencies

such as Speech and Language Therapy (SALT), Occupational Therapy (OT), Early Years Inclusion Officers (EYIO), Outreach Services, Portage, amongst others.

- If necessary, we will apply for funding to help increase our staff ratio and/or to purchase specialist equipment.
- We will work in liaison with external professionals, e.g. Inclusion visiting team, therapists, health visitors, psychologists, social workers, paediatricians and Portage workers, to meet children's specific needs.
- Children's privacy will be maintained while carrying out personal hygiene activities.
- Our staff will attend training and courses on additional support needs, with professional providers and we let parents know if there are any relevant courses they may like to attend.
- We will endeavour to ensure that all children can fully participate in the pre-school session e.g. by using things such as specialist equipment where needed, Makaton Language, Core Boards and The Picture Exchange Communication System (for those trained to do so).
- All staff, bank staff, volunteers and students will be made aware of each child's individual additional needs.
- Please refer to Wiltshire's Local Offer
- We include children and their families before they start at Pre-School and regularly during their time here through meetings, all about me booklets, individual plans, one page profiles, etc.
- We are committed to professional development for staff to meet the needs of all children in the Preschool.

Taking into account the views of children, young people and their families

- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people prepare for adulthood.

We follow the Safeguarding and Welfare requirement and the Learning and Development requirements of the Early Years Foundation Stage (EYFS) Statutory Framework 2024.

### [Admissions](#)

(a) Ladybirds Preschool in St Francis Church Hall site are registered for a maximum of 24 children respectively, with an adult to child ratio of 1:4 for 2 year olds and 1:8 for 3, 4, and 5 year olds. We aim to accommodate all children, including those with Inclusion, Special Educational needs and disabilities, within these sessions.

(b) Children with Inclusion, Special Educational needs and disabilities are admitted to the preschool site from age two and to 3- or 4-year olds in the academic year prior to their starting at primary school. This is following consultation between a child's parent(s)/carer(s) and Ladybirds Preschool staff, as is the case for all new admissions. Home visits by our Inclusion/Special Educational Needs Co-ordinator (SENCO) are offered, supported by trial sessions.

(c) We endeavour to ensure that 10% of our maximum registered spaces are accessible for children with SEN. We will as per the Disability and Equality Act (2010) make reasonable adjustments to provide opportunities for children with SEN to attend our mainstream setting. Should the needs of the child after reasonable adjustments have been made, impact upon the child, their parents, other children, their families and/or staff, we will work with the child, their parents, external advisors and the Local Authority to find an alternative solution that will work in the best interests of the child, their parents and the preschool setting. This could be but is not limited to adjusting the child's sessions, reducing the child's hours attended, re-directing the parents to alternative provisions and/or terminating the child's place with Ladybirds. We will always work with the parents to support them if this was the case.

### Premises and Resources

(a) Both premises are accessible to wheelchair users, are at ground floor level with flat or ramped access to outdoor play areas. Disabled persons toilet facilities are provided.

(b) Furniture and play resources are non-static allowing flexibility to adapt the layout of our rooms to meet individual special needs.

(c) Locked cupboards and fridges are available for prescribed medication and dietary requirements.

(d) Ladybirds Preschool has a wide range of resources to provide a differentiated curriculum. If further specialist equipment/resources are deemed of particular benefit to a child we will endeavour to hire, borrow or purchase them from external suppliers or agencies.

### Staffing

(a) Ladybirds Preschool staff are recruited and employed on the basis that they value and respect all children regardless of gender, race, religion, culture, language or disability (see full 'Equal Opportunities Policy'). All staff and committee members are checked by the Disclosure and Barring Scheme and have had training to help develop a sensitivity to meet the needs of all children.

(b) We have appointed a member of staff, a Lead Practitioner, Mrs Nicola Mann-Rae, as our Special Educational Needs Co-ordinator (SENCO)/Inclusion Officer. In this capacity Mrs Mann-Rae liaises with children, parents/carers, staff and external professional bodies; she is responsible for overseeing the collection of information involving specialists and for keeping up to date with ongoing training and special needs issues. (See full SENCO Job Description).

(c) All staff are required to attend in-house training on Special Educational Needs/Equal Opportunities and Inclusion and are encouraged to attend further courses run by other external educational bodies.

- (d) Staff at Ladybirds Preschool have experience in working with children with Special Educational and Social Needs, their families and linking supportive agencies.
- (e) Specialist training and experience includes PECS, Makaton, supporting children: on the Autistic Spectrum; with Downs Syndrome; with ADHD; with physical disabilities, with speech and language communication needs, with social, emotional and behavioural difficulties.
- (f) Staff are made aware of children with medical conditions who attend the pre-school. The pre-school will ensure that these children get the support required to meet their needs as set out in the EYFS including specialist training for staff if required.

### Partnership with Parents

- (a) Ladybirds Preschool is committed to working in partnership with all of its parents/carers. We value parents as their child's first educators; our aim is to work in partnership to support this role, for the benefit of each child.
- (b) Parents are encouraged to be actively involved in our pre-school including being on the committee, part of the decision-making team.
- (c) If English is not the family's/child's heritage language and communication is difficult we will endeavour to seek outside agency help to involve an interpreter and/or translator.
- (d) No action involving a child with Special Educational or Social Needs will be taken without fully consulting the parent(s)/guardian(s) first and obtaining their permission.
- (e) Confidentiality is taken seriously at Ladybirds Preschool. All staff and Committee members have to abide by our 'Confidentiality Policy'.
- (f) It is hoped that the partnership between staff and parents/carers of children with Special Educational Needs and Inclusion will be open with regular communication, allowing both parties to feedback and support one another.
- (g) Our SENCO/Inclusion Officer and child's key person will regularly keep in touch with the parents/carers of all children with special 'inclusive' needs.
- (h) We will provide parents with independent sources of information and advice.
- (i) It is hoped that any disagreements could be discussed openly and calmly and be resolved mutually between both parties, following our 'Comments, Concerns and Complaints Policy'.
- (j) Please see full 'Parental Involvement Policy'.

### Identifying needs in the Early Years

- (a) In assessing the progress and needs of children in the Early Years, our practitioners use the non-statutory Early Years Outcomes Guidance as a tool to assess the extent to which

a child is developing at the expected level for their age – particularly in the three Prime areas of Learning (Communication and Language, Physical Development and Social and Emotional Development).

- (b) When a child attending the Preschool is aged between two and three, the child's Key Person reviews progress and provides parents with a short-written summary of

their child's development, focusing in particular on the three Prime areas of Learning. This 2-year progress check identifies a child's strengths and any areas where a child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) the preschool SENCO will develop a targeted plan to support the child, involving other professionals as appropriate. The summary will highlight areas where:

- good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

(c) Identifying and assessing SEN for young children whose first language is not English requires particular care. At Ladybirds Preschool, the Early Years Practitioners will look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

(d) Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the preschool and requires special educational provision, Ladybirds Preschool will make that provision.

Ladybirds Preschool understands that in all cases, early identification and intervention is critical to the future progress and improved outcomes essential in helping to support children to succeed and thrive in life.

(e) Special educational provision will be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

(See DfE SEND Code of Practice 2014, Chapter 6, paragraph 6.28 onwards, for a fuller explanation.)

At Ladybirds Preschool, we work in partnership with parents to establish the support the child needs, adopting a graduated approach with four stages of action: assess, plan, do, review.

(a) Assess: In identifying a child as needing SEN support, our Early Years Practitioners, working with the pre-school's SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we will consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists, Early Years Consultants who are out Area

SENCOs, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists will be taken with the child's parents.

(b) **Plan:** Where it is decided to provide SEN support, and having formally notified the parents, (see above), our practitioners and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will be identified and addressed.

Parents will be involved in planning the support and, where appropriate, in reinforcing the provision or contributing to progress at home.

(c) **Do:** Our Early Years Practitioners, headed by the child's key person, will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO will support the practitioner(s) in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

(d) **Review:** The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. We will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents will be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

The graduated approach will be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources (information is available at the National Children's Bureau website).

If parental consent is not given, our staff will strive to keep on-going dialogue with the parent(s)/carer(s) and to work to meet a child's needs.

Where child is identified as requiring further support after the 'Graduated Approach' has been applied and more than one external agency is involved, then, with the parents' consent and aid, an assessment form will be completed. The form is an enabling framework to support children and their families. The form is an initial information gathering form. If needed, this might then lead to a plan called My Plan, this then may or may not lead to a statutory EHCP depending on need. Additional resources can be accessed to support My Plan where evidence demonstrates the

need. Where, despite the preschool following the above to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the pre-school will then consider requesting an Education, Health and Care needs assessment (EHC plan). Where Ladybirds Preschool is named as the desired setting in an EHC plan, the pre-school will make every effort to accommodate that child within the statutory requirements of the EYFS ie the number of children allowed in a session in ratio to the floor space.

## 7. Transition from Pre-school to Primary School

(a) Ladybirds Preschool, as is the Hall site, and is run by the preschool staff and committee having joint documentation and named officers. All of the work/liaison started at Preschool will be continued in the child's chosen school and the preschool will prepare for the transition should the child concerned wish to follow that route.

(b) Our SENCO has strong links with a variety of the local Primary School's Early Years Foundation Stage teachers and the school's SENCO. S/he will join the liaising team, come into School Site and meet our SEN children and families to share information and to start supporting and planning their transition into school from an early stage. All this is done, having first sought parental consent for sharing the information.

(c) Should a child follow a different route for the next stage of their education, then the SENCO will liaise as above with the necessary staff to ensure there is strong liaison in all the transition work, involving the child and parents and sharing all information, reviewing SEN targets, assessments and EHC etc as needed. All this is done, having first sought parental consent for sharing the information.

NB: Full copies of all stated policies can be made available on request, along with a copy of the

DfE 0-25 SEND Code of Practice for inspection.

### Related Documentation:

The Children's and Families Act 2014

Equality Act 2010

### [Other Related Policies & Procedures](#)

*The following policies provide additional information regarding the safeguarding and welfare of the children in our care:*

- *Administration of Medicines*
- *Admissions Policy*
- *Anti-Bullying*
- *Children's Records Policy*
- *Children's Rights & Entitlement Policy*
- *Committee Policy*

- *Complaints*
- *Critical Incident Policy*
- *Daily Running Policy*
- *Diversity & Equality Policy*
- *Employment & Staffing Policy*
- *E-Safety Policy*
- *EYPP (Early Years Pupil Premium)*
- *Fire Safety & Emergency Evacuation Policy*
- *First Aid Policy*
- *Food & Drink Policy*
- *Information Sharing Policy*
- *Key Person Policy*
- *Key Person & Settling Policy*
- *LADO Policy*
- *Looked After Children Policy*
- *Managing Children/Staff Allergies Policy*
- *Medicine Audit*
- *Mobile, Camera & Social Media Policy*
- *Nappy Changing Policy*
- *Organisation Policy*
- *Outdoor Play Policy*
- *Outings & Visits Policy*
- *Parent Involvement Policy*
- *Photography & Video Policy*
- *Physical Contact & Handling Policy*
- *Prevent & British Values Policy*
- *Positive Behaviour Policy*
- *Provider Records Policy*
- *Recording & Reporting of Accidents & Incidents Policy*
- *Risk Assessment Policy*

- *Safeguarding Policy*
- *Staff Behaviour Policy*
- *Staffing & Volunteers Policy*
- *Student Placement Policy*
- *Suitable Persons Policy*
- *Toileting Policy*
- *Transfer of Records Policy*
- *Uncollected or Lost Children Policy*
- *Usage, Storage & Retention Policy*
- *Working in Partnership Policy*

*This policy will be monitored and evaluated at committee meetings. It will be reviewed annually and unless new legislation or an incident occurs which requires an immediate review of this policy*

**December 2024**

**Review Date: December 2025**

**\*This Notice was adopted by the committee on 20/12/2024**

**Signed: Jean De Garis** \_\_\_\_\_

**Reviewed Date: 20/12/2025**

**Signature: *N L Mann-Rae***

**Amendments: Changed percentage of children of SEN on roll**

**Added explanation of procedures taken in case of not meeting needs**

**Reviewed Date:**

**Signature:**

**Amendments:**

**Reviewed Date:**

**Signature:**

**Amendments:**

**Reviewed Date:**

**Signature:**

**Amendments:**