

**Supporting Children with Additional and Special Educational Needs**

At Ashdene Pre-School we provide an environment in which all children, including those with Special Educational needs, are supported to reach their full potential.

* We have regard for the Special Educational Needs and Disability code of practice: 0-25 years.
* We ensure that our provision is inclusive to all children with additional and special educational Needs.
* We aim to support parents of children with additional needs.
* We aim to meet the need of children with additional needs by using a range of different strategies.
* We work in partnership with parents and outside agencies to meet the needs of each child as an individual.
* We monitor and review our policy and make adjustments as necessary.

Our designated Special Needs Co-ordinator (SENCO) is: **Gemma Leonard (Manager) and Sarah Marner. We also have Louise Longworth and Sarah Richards who are training.**

* We ensure that all staff are responsible for meeting the needs of children with additional needs. The Key Person will liaise with the SENCO and Manager when they have concerns.
* The SENCO works closely with all colleagues and has responsibility for the day-to-day operation of our Supporting Children with Additional and Special Educational Needs Policy and for co-ordinating provision for children with SEN.
* We use the graduated response system following the ‘Assess, Plan, Do, Review’ framework as outlined by Cheshire East.
* We work in close partnership with parents, to achieve the best outcomes for their child, and ensure that children with special educational needs are appropriately involved at all stages of the graduated response.
* We liaise and work with other external agencies to help improve outcomes for children with SEN.
* We liaise with parents when working with outside agencies and schools.
* We provide resources (human and financial) to implement our Supporting Children with Additional and Special Education Needs Policy. When a child has been identified as having additional needs, they may commence an SEN Support Plan, in which targets are planned to enable the child to access all areas of the EYFS (early years foundation stage).We have systems in place for referring children for further assessment e.g., Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment. When a child has been assessed, if it is required, an Education Health Care Plan (EHCP) may be completed and implemented.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We use a range of resources to ensure that our special educational needs provision is satisfactory to meet the needs of each child.
* We provide a broad, balanced and differentiated curriculum for all children.
* We apply SEN support to ensure early identification of children with SEN.
* We provide parents with information on local sources of support and advice e.g., Local Offer, Information, Advice and Support Service.
* We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
* We ensure that all our staff are aware of our Supporting Children with Additional and Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for staff and volunteers.
* We raise awareness of our special education provision via our website and or promotional materials.
* We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* We provide a complaints procedure.
* We monitor and review our policy annually.

**Displaying Challenging Behaviour**

Building better behaviour in the early years is not just about having rules and getting children to stick to them, it is about understanding the ‘why’ behind the behaviours that you need. All the staff at Ashdene Independent Preschool work together as a team to get the best outcomes for every child. An important part of everyday practice is to gather key information about the Child and family – What has changed for me today? This will then help us to Consider and think about what may have caused the distressed behaviour and then we can plan what we can do to support the child and the family.

There may be occasions when children exhibit challenging behaviour, which can often be attributed to changes or significant events in their lives. In order to effectively assess and respond to such behaviour, staff will implement the Setting, Trigger, Action, Response (STAR) approach to identify any consistent patterns or underlying triggers. STAR is a tool used to chart a child’s behaviour by tracking the Setting (location of the event), Trigger (what occurred prior to the event), Action (what did the child do), and Result (was someone or something impacted by the event) of specific events. This technique is useful for understanding behavioural patterns and creating plans for improvement.

The findings from this process will inform the development of an individual Support Plan for the child. This plan will be shared with parents or carers, whose collaboration is both welcomed and encouraged to ensure a coordinated and effective approach.

The Support Plan will function as a dynamic, working document, subject to regular review and amendment by staff in response to the child’s ongoing development and changing needs.

Gemma and Sarah will coordinate with other professionals such as SALT, Portage Quality and Inclusion Practitioners and health visitors etc to ensure that targets are achievable, support is available and it will support progress for the child and family.

**Further Guidance**

* Early Years Foundation Stage Statutory Framework (DfE 2021)
* Working Together to Safeguard Children (DfE 2018, last updated 2020)
* SEND Code of Practice: 0-25 years (DfE & DoH 2014, last updated 2020)
* The Children Act 1989 (UK Government).

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| **This policy was adopted by**: |
| **On (date)**: |
| **Date to be reviewed**: September 2024 |
| **Signed on behalf of the** **Management Committee**: |
| **Name of Signatory**: |
| **Role of Signatory (e.g. Manager)**: |