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TreeHouse Pre-school - SEN Policy

**How does our setting know if a child will need extra help and what should families do if they think their child may have Special Education Needs and/or disabilities (SEND)?**

Initially we arrange for parents to visit with their child, during this visit we take time getting to know your child. If you have any concerns at this point about your child’s development we would discuss this with you and put in place any support required. We regularly observe, monitor and assess all children through the use of our learning journals and profiles.

**How will staff in the setting support a child with SEND?**

Each child is allocated a key person who will be responsible for monitoring their progress. We have high adult child ratios ensuring all children receive the individual support that they require. We have a Special Educational Needs Co-ordinator (SENCO) who attends regular training and children are monitored both individually and as a group.

**How will the curriculum for the setting be matched to a child with SEND’s needs?**

Through ongoing assessment, keyworkers plan the next steps for their individual children, based on their interests and needs, ensuring they can access all areas of the provision. Where necessary individual plans are developed to support your child

**How will staff work with families about how a child with SEND is doing and how to support a child’s learning?**

We have an open door policy and you are welcome to speak to us at any time about your child’s development. Our learning journals and profiles provide us with a monitoring tool that enables us to identify any additional support required. Our highly qualified staff team ensures children’s needs are quickly identified and supported,liasing with parents and other agencies that may be involved.

**What support does our setting offer for a child with SEND’s overall well-being?**

We have detailed policies and procedures in place that ensure your child’s wellbeing. We have clear policies for the administration of medication, and for providing personal care. We pride ourselves on being an inclusive provision ensuring children with behavioural difficulties are supported and included in the setting. Through close relationships with the children and their key workers we ensure all children feel valued and supported. Staff receive regular training to ensure a consistent approach is given to all children.

**What specialist services and expertise are available at, or accessed by, the setting?**

Our staff team is highly qualified. All our Key persons are qualified to a minimum of level 2 and have many years’ experience. We use Makaton signing throughout the setting, We employ a qualified teacher who works with those children who have been identified as gifted and talented. We have formed close links with outside agencies, including the Buckinghamshire Learning Trust Early Years’ Service, Speech and Language Therapists, Education Psychologists Health visitors and local schools.

**What training have the staff supporting children with SEND had or are having?**

Our SENCO is responsible for ensuring our staff team has training in all areas. The pre-school leader is responsible for staffs individual training plans and providing training sessions when required. All staff receive training in behaviour management, speech and language and assessing children’s development. The SENCO attends termly Early Years SENCO Liaison Group meetings to remain up to date with current policies and procedures.

**How will a child with SEND be included in activities outside the setting?**

We include all children in trips and outings. This will include visits to local schools, community picnics and our church nativity. Where necessary any additional support is put in place through discussion with the parents and by carrying out risk assessments

**How accessible is our setting’s environment (indoors and outdoors)**

Our setting is all on one level. We have ramps at all entrances and exits for easy access including to the outside area.

**How will the staff prepare and support a child with SEND to join the setting or transfer to a new setting/school?**

When children join we offer a flexible settling in policy. All children are initially invited to visit the setting to familiarise themselves with the environment and their key worker. When the child starts with us, their needs are monitored on a daily basis with parents being regularly informed to ensure they are involved in any decisions made until the child has settled. We have close links with the local schools to ensure smooth transitions, this includes visits by the local teachers to our setting, followed by us accompanying the children on visits to their new schools. Group and individual transition meetings are arranged as required. The schools provide us with photos of the classroom to facilitate discussions.

**How are the setting’s resources allocated and matched to a child’s Special Educational Needs and/or Disabilities?**

All children’s individual needs are closely monitored and where additional equipment is required this is either purchased or sourced from the local toy libraries. Where necessary we will try to access additional funding to provide specialist equipment. We regularly review all our equipment to ensure it supports the Early Years Foundation Stage.

**How is the decision made about what type and how much support a child with SEND will receive?**

The decision is made through ongoing detailed assessments. Individual plans will be monitored and regularly reviewed with parents and key worker. We would involve the Buckinghamshire Learning Trust Early Years’ Service, with parental permission, asking them to advise us of any additional support they consider necessary.

**How are parents involved at the setting and how can they be involved?**

We have an open door policy and promote and value all parents’ views and opinions. We carry out annual parent questionnaires asking for feedback on our provision. We encourage parents to email, phone us directly or come and have a chat if they have any comments or concerns. We encourage ongoing dialogue with their child’s key worker. We produce a newsletter twice termly. Parents are invited to help in the setting and are encouraged to share their interests and skills.