

Flying Start's Code of Practice for Special Educational Needs.

Flying Start Pre-School

Children's progress and development will be monitored and recorded by following the Birth to 5 Matters and by completing observations, photos, and videos for their online Learning Journeys. Flying Start will do its best to ensure that children with Special Educational Needs are given opportunities to learn and develop alongside their peers, in order to achieve the Early Learning Goals, set out in the Early Years Foundation Stage. We will aim to adjust our planning within the nursery and outdoor environment to include everyone. This will be done through the Look, Listen and Note method and from discussions with parents/carers. (Bearing in mind on acceptance the suitability and limitations of the building). From SENCO network meetings, training and contact with professionals we have an Occupational Therapist file, Speech and Language File, Makaton File, and various other Information in our SENCO file. These are available for both staff and parents to help support the children's development.

We have a named SENCO (Special Educational Needs Coordinator), Natasha Trowbridge.

The SENCO'S role is:

- To liaise with parents, staff and outside professionals that may be involved and fill out EHCP (Early Help Care Plans) when needed.
- To ensure that she attends appropriate courses on a regular basis.
- Gather relevant information for child, staff, and parents alike and make sure that all information is collected, recorded, and updated.
- Make sure that 'Play Helps' and SSPs are carried out and are appropriate to the child.

The following procedures are put in place to identify those who may require support.

- All children within the nursery will be observed and assessed regularly to underline any areas of concern in all developmental areas.
- If we feel there are any areas of concern, we will approach the parent to discuss their child's progress and arrange a meeting at a convenient time.
- Flying Start will listen to all parents who voice concerns about their child and offer support and advice.
- We will start to use 'Play Helps' to develop the areas of concern and monitor progress through these and observations.
- With the parents we will start an 'Ann Locke' development checklist.
- We will contact an Early Years advisor.
- If needed, we will obtain information from other professionals and organisations to support both the child and family by using the EHCP's.
- Working in partnership with parents and other professionals, Surrey Support Plan will be implemented to support the child's learning.
- We will review each case at the appointed time and any further action will be taken.
 - Should the child continue to make little, or no progress, Early Years Action Plus will be implemented and outside agencies will then give more specialised help for the child.
 - We will keep records and observations should the child be required to have an EHCP (Early help care plan) at a later date.

We have regard for the Disability Discrimination Act (DDA) requirements for making reasonable adjustments to our premises/facilities to ensure it is accessible to all.

We are aware that we can access Early Intervention Funding and Early Intervention Group Funding from Early Years if we require it.

Transition Forms will be completed, and Transition Meetings set up, including parents, the receiving setting and all the outside agencies involved with the child prior to leaving.

Other policies that may overlap with this policy and procedures are: -

Registration forms.

Equal opportunities Policy.

Staff Training and Development Policy

Safer Recruitment Policy.

| This policy was adopted on | Signed on behalf of the nursery |
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| <i>10/01/2024</i> | <i>Sarah Maynard</i> |