
# 6.2 Additional Needs Policy

Shoreham Pre-School welcomes all children and aims to support all their learning, communication, physical, emotional, health, social and behavioural needs through careful observation and assessment in order to plan a tailored curriculum for each child.

If a child is identified as having Additional support Needs we will work tirelessly to ensure they receive the most effective support to ensure they feel included and are able to achieve and progress.

Our pre-school uses the pre-school’s Progress Tracker in conjunction with the Progress Matters Document and the current DfE SEND code of practice 2014, the WSCC Graduated Response Document and tools available on the WSCC Local Offer to identify and provide guidance for supporting our identified children with Additional Needs in order to ensure that all children have the appropriate opportunities to learn and develop through play and receive the appropriate levels of support.

If a child is thought to have an underlying difficulty with their learning and development, the child’s key worker will liaise with the family to gently voice any concerns we may have. Different options will then be discussed with the family of how best to move forward with support for the child. The child and his/her family will be at the centre of all decisions and parents will be consulted at all times.

Parents are involved in all discussions and regularly liaise with their child’s Key Worker and when appropriate, other agencies which may be involved in supporting their child.

Other agencies we work with are,

Early Years Childcare Advisor to access Targeted Setting Support

Speech & Language Therapy Service

Speech and Language Setting Support Service

Sensory Support Service

Integrated, Prevention & Earliest Help Service (IPEH)

West Sussex Portage Service,

Educational Psychologists,

CFC Outreach Workers

Health Visitors

SENCOs from Primary schools.

If a child has been identified with an area of Additional Need, the key person will discuss concerns with the family and share observations. The focus will always be; What can the child do now? What do they like doing? How can we help them using small steps to make progress?

Parents will be sign posted to the West Sussex Local Offer as a source of information.

The SENCO may then seek advice from the following agencies with parental consent.

* Targeted Setting Support for advice on supporting the child
* Speech & Language Therapy
* Portage
* Early Years Planning and Review Meeting.

The Key Worker will use all observations, discussions and advice to write a [PlayPlan](play%20plan.doc) for the child as part of the Assess, Plan, Do, Review Process. This will be shared with all parties and reviewed at least termly.

Whenever possible we will seek to update our training in order to meet the needs of individual children.

We will contribute to any Education Health Needs Assessment the child may undergo and submit reports in a timely and professional manner.

If a child has an Education, Health & Care Plan the Senco and key person will liaise with parents and other professionals to write a termly Learning Plan (Playplan) for the child, breaking goals into fun, manageable, small steps which will be reviewed termly and will be shared with the family and other professionals where appropriate.

If a child has particular health needs, staff will work with parents and professionals to develop a Health Care Plan which will be shared with all staff and reviewed with parents at least 6 monthly or more often as necessary. It is the parents’ responsibility to inform us of any changes in the care or health needs of their child.

We also welcome parents/carers with additional needs and Key workers will work to build relationships of trust to find out how best they can support the parent/carer, especially with accessing information from the pre-school or in order to help them to feel included and welcome.

When needed, the Senco may apply for Inclusion Funding to improve adult:child ratios within the sessions for a specific child.

Children in receipt of Disability Living Allowance will give the setting the opportunity to apply for the Disability Access Fund which could be used to pay for specific training or equipment to support the child.

The Senco, and child’s Key Worker will follow the [Transitions Policy](Transition%20Policy%2017.doc) when the child moves on to either another setting or on to Primary School to ensure information sharing and to build confidence for all parties.