

Safeguarding Policy

This policy is one of a series in the pre-school's integrated safeguarding portfolio

Other policies include Warwickshire Safeguarding Children Board's Child Protection and Safeguarding Policy, Keeping Children Safe In Education (19/09/18), Information Sharing (July 2018), Behaviour management, Complaints, Safer Recruitment, Child Protection Policy, E Safety and Acceptable use, Promoting British Values, Whistleblowing, Equal Opportunities, Toileting and Nappy Changing, Safety, Accident Emergency and Medical, Confidentiality, Health and Hygiene, Special Needs.

The pre-school's safeguarding arrangements are inspected by Ofsted under the judgements for behaviour & safety and leadership & management.

Our core safeguarding principles are: □

- *The pre-school's responsibility to safeguard and promote the welfare of children is of paramount importance.* □
- *Children who are safe and feel safe are better equipped to learn.*
- *This pre-school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*
- *Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.* □

If, at any point, there is a risk of immediate serious harm to a child a referral will be made to the MASH team immediately. Anybody can make a referral. If the child's situation does not appear to be improving, any staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some stage. □

All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and directors and are consistent with those of Warwickshire Safeguarding Children Board (WSCB).

Policy principles: □

- Welfare of the child is paramount. □*
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.*
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school. □*

- *Pupils and staff involved in child protection issues will receive appropriate support*

Policy aims: □

- *To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.* □
- *To ensure consistent good practice.* □
- *To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.* □
- *To contribute to the school's safeguarding portfolio.*
- *The Management Committee and staff intend to create an environment in which children are safe from abuse and in which any suspicion of abuse is dealt with promptly and appropriately.*

Roles & Responsibilities

The designated Safeguarding lead (DSL) is Ruth Ive

Contact details: 01926 494351

The deputy designated safeguarding leads are Kim Clarke and Lynsey Gascoigne

Contact details: 01926 494351

The Chair of directors is Lynne Daniels

Contact details: 01926 494351

The designated safeguarding lead (DSL):

- *Is appropriately trained with updates every two years.*
- *Encourages a culture of listening to children and taking account of their wishes and feelings.*
- *Has a working knowledge of Warwickshire Safeguarding Children Board Procedures.*

- *Has an understanding of the Early Help process and would initiate if necessary.*
- *Keeps detailed records.*
- *Refers cases to MASH.*
- *Ensures parents are aware of pre-school's role in keeping children safe.*
- *Acts as case officer in the management of allegations concerning members of staff.*

The Deputy Designated Safeguarding Lead will perform all of the above in the absence of DSL.

The Chair of Directors is responsible for ensuring that the DSL role is effectively carried out and that all directors, regular volunteers and all staff have read and understood and follow the guidance within the Warwickshire Child Protection and Safeguarding Policy.

This policy is available to parents on request and a copy is held in the policy folder in pre-school.

This policy was reviewed by Westgate Pre-school Ltd and Directors

Westgate Pre-school Ltd Covid-19 Policy

In order to keep all children, parents and staff as safe as possible, Westgate Pre-school Ltd will be implementing the following policy:

Children entering and leaving the Pre-school building.

- Parents will be allocated a time for arrival and collection to allow social distancing and should arrive promptly to allow smooth transition for children.
- Children will enter the Pre-school building through the garden and will be greeted by a staff member.
- Pre-school have marked 2 metre distance spaces on the floor and ask that parents keep to these to socially distance from each other.
- Children will go straight into the Pre-school building via the garden and wash their hands in the bathroom, supported by a staff member.
- Parents will not be allowed in the Pre-school building or into the garden and will keep 2 metres distance from staff members.
- Only one parent and any younger sibling to accompany their child to the garden gate. Any other children must remain by the entrance gate.
- Parents should drop their child and leave as promptly so that children can be transitioned as quickly as possible.
- Children will not be allowed to bring in non-essential items e.g. toys, blankets or teddys
- Any parent needing to speak to staff members should email on westgatepreschool@welearn365.com . Staff will respond as quickly as possible.
- Staff members will sign children in and out on the register
- If a child is upset when entering pre-school, it is a parent's choice if they feel comfortable in leaving their child at the setting. If the child is upset, they will be supported by a staff member who will be wearing apron, gloves and mask.
- At the end of session, children, will have washed their hands before leaving pre-school and will be brought out to meet their parent at the garden gate by a staff member who will give a short feedback of their day

Children's movement across the building

- Children will be placed into small groups of no more than 6 children. They will have a key worker who will be responsible for caring for that group only on each day
- Children will not be mixing with other groups of children.
- Pre-school will be separated into two areas inside and the use of the garden. Children will rotate between these areas but will, when possible, spend most of the time outside. Children should have suitable clothing for all weathers.
- Any children who normally attend multiple providers should only attend one setting.
- Snack will be prepared by the same member of staff each day and children will sit together in their group, when possible 2 metres apart.
- When a child needs to go to the toilet or wash their hands, they will go with their keyworker and there will be a walkway created to keep 2 metres away from other children.

Children sneezing and coughing

- Children should not attend Pre-school if they or anyone in the household is displaying symptoms and parents must inform Pre-school of children and family members being unwell.
- On entering and leaving the Pre-school building, all staff and children will wash their hands and hand washing will be frequent throughout the day.
- Children need to wear clean clothes each day.
- Children of any parent classed as clinically vulnerable, should not be brought into Pre-school.
- Tissues will be available for children within all parts of Pre-school. Staff will support children while wearing aprons, gloves and mask. Tissues will then be disposed of into the bin and all aprons and gloves will be disposed of into the nappy changing bag.
- Furniture across the Pre-school setting will be cleaned throughout the day and given a deep clean by staff at the end of each day by staff.
- Staff to support children in understanding the spread of germs and to encourage children to use their arm when sneezing or coughing

A child displaying Coronavirus symptoms within the setting

- Children should not attend Pre-school if they or anyone in the household is displaying symptoms and parents must inform Pre-school of children and family members being unwell.
- If a child requires Calpol before entering Pre-school, he/she **should not** be brought into Pre-school.
- If a child becomes unwell at Pre-school, he/she will be moved to a safe place away from the other children. The child will be required to wear a mask until collected and the staff member looking after the child will wear apron, gloves and mask.
- The staff member will offer reassurance to the child and will read him/her a book
- Once the child is collected all aprons, gloves and masks will be disposed of.
- A household displaying symptoms will have to self-isolate for 14 days
- Adults and children displaying symptoms can access Covid-19 tests. Parents should advise Pre-school when results have been received.
- If a staff member or Child within Pre-school has tested positive for Covid-19 the preschool will close for Staff and Children to self-isolate for 14 days, the Preschool will be deep cleaned before reopening

Nappy changing area

- When staff are changing a child's nappy, they will wash hands before putting gloves on and then after nappy changing.
- Children will wash hands before and after nappy changing
- All waste will be disposed of in correct bins.
- Staff will wear aprons, gloves and mask while changing nappies or clothes after toileting accidents.

Potential spread of Coronavirus to all staff and children within the setting

- The current Government guidelines state that Staff are not required to wear PPE unless within 2 metres of another child or adult.

Frequently touched objects

- Staff will Milton all toys in designated areas at the end of each day
- All tables, chairs, door handles will be regularly cleaned by staff throughout the day

- All toys, equipment and kitchen will be deep cleaned by staff before Pre-school will re-open
- Children's toilets will be regularly cleaned by staff throughout the day
- Lunch boxes will be required to be plastic so staff can wipe them down each morning

Staff to take precautions against potentially transmitting Coronavirus to other staff and children

- Staff to wash hands on entering the building and regularly throughout the day
- Staff to wear clean clothes each day
- If staff start displaying coronavirus symptoms to self-isolate for 7 days (testing can be booked through 111 online service) and inform Ruth Ive
- Staff will be given individual hand sanitizer, staff to request more when required
- Staff to not share cups and food while in Pre-school
- Staff to wear aprons, gloves and mask while nappy changing, if welcoming children and parents into Pre-school or if dealing with an unwell child

Policy adopted by Westgate Pre-school Ltd on 1st June 2020

Behaviour Management

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on other people, places and objects. This is a development task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exists within our programme for promoting personal, social and emotional development.

Ruth Ive is Westgate Pre-School's designated person for behaviour management. She is responsible for ensuring staff are up to date with latest research on promoting positive behaviour and that the behaviour policy is being followed by all staff and volunteers.

How we behave

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their keyperson. We work with parents to

address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and decide jointly how to respond appropriately.

All adults and children in Westgate Pre-school are expected to show mutual respect, be kind, considerate and co-operative. In order to ensure a safe, secure and happy environment the following rules are used.

- We try to use only kind words in Pre-school. (We do not swear, tease, or mock.)*
- We try to be kind to others in our actions. (We do not kick, hit, bite, pinch, scratch or spit. We do not bully.)*
- We try to use furniture and equipment for its intended purpose.*
- To keep everyone safe we walk when in the Pre-school building.*
- We only climb when we are told it is safe to do so.*
- We respect all toys and equipment.*
- All group members should show respect for others, share and take turns (taking account of children's stage of development and understanding).*
- Children's work and work products should be treated with care and respect by all group members.*
- We respect the cultural, diversity and religious diversity of everyone in the setting, celebrating our differences and sharing our experiences to provide a caring community.*

In order to achieve this:

- *Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed with the pre-school and explained to all newcomers, both children and adults.*
- *All adults in the pre-school will ensure that the rules are applied consistently, so that children have a security of knowing what is expected and can build up useful habits of behaviour.*
- *All staff will try to provide a positive model for the children with regard to friendliness, care and courtesy.*
- *Adults in the pre-school will praise and endorse desirable behaviour such as kindness and willingness to share.*

When children behave in unacceptable ways:

Physical punishment, such as smacking or shaking will be neither used nor threatened.

- *Children will never be sent out of the room by themselves.*
- *Techniques intended to single out and humiliate individual children such as the "naughty chair" will not be used.*
- *Where appropriate a period of "reflection time" with an adult may be used.*

- *In cases of extreme behaviour where the child's safety or that of other children or adults in the setting is at risk, parents will be called for and the child sent home. This will be followed by a behaviour plan.*
- *In cases of serious misbehaviour such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than person blame.*
- *All types of bullying will be dealt with as above and the parents informed.*
- *In any case of misbehaviour it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.*
- *Adults will not shout, or raise their voices in a threatening way.*
- *Adults will show respect when talking to the children.*
- *Adults in the pre-school will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.*
- *Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.*
- *Recurring problems will be tackled by the whole pre-school, in partnership with the child's parents, using objective observation records to establish an understanding of the cause.*
- *Adults will be aware that some kinds of behaviour may arise from a child's special needs in which case Integrated Disability Service (IDS) will be contacted, with the parent's approval for support and advice.*

- *On no account must parents approach children individually or parents of other children. Any issues must always be taken up with staff (see Complaints Policy)*

This policy was reviewed by Westgate Pre-school Ltd

Complaints

Westgate Pre-school aim to provide the highest quality education and care for our children. We welcome each individual child and family and provide a warm and caring environment within which all children can learn and develop as they play.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time.

Making concerns known

Stage 1

- *A parent who is uneasy about any aspect of the group's provision should first talk over any worries and anxieties with the Pre-school leader. The Pre-school leader will investigate and contact the parent for further discussion within 10 working days.*

- **Stage 2**

If the problem recurs or you are not satisfied with the Pre-school response, you should put the concerns or complaint in writing by letter or email. You will then be offered a meeting with the Pre-school Manager

and the Chair of Directors. Parents may bring a friend or partner if required and an agreed written record of the discussion should be made using the complaint investigation record.

Most complaints should be resolved informally at this stage

Stage 3

- *If the matter is still not sorted out to the parent's satisfaction, the parent should again contact the chair.*
- *If parent and group cannot reach agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation. Staff or volunteers within the Pre-school Learning Alliance will be available to act as mediator if both parties wish.*
- *The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.*
- *The mediator will keep all discussions confidential. He/she will meet the group if requested and will keep an agreed written record of any meetings that are held and any advice he/she has given.*

Stage 4

Unresolved complaints can be taken up directly with Ofsted Compliance, Investigation and Enforcement Team.

The role of the registering authority

Ofsted would be involved if the child appeared to be at risk or where there seemed to be a possible breach of registration requirements. In this case, both parent and pre-school would be informed and would work with Ofsted to ensure a proper investigation of the complaint followed by appropriate action.

We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the pre-school and parents that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality.

If you need to talk to Ofsted to make a complaint or for information, the helpline number is 0300 1231231

This policy was reviewed by Westgate Pre-school Ltd

Equal Opportunities

Westgate Pre-school Ltd is committed to helping provide equality of opportunity and anti-discriminatory practice for all children, families and staff.

Westgate Pre-school Ltd works in accordance with all relevant legislation, including

- *Disabled Persons Acts 1958, 1996*
- *Race Relations Act 1976*
- *Sex Discrimination Act 1996*
- *Children's Act 1989, 1991*
- *Special Educational Needs Code of Practice 2015.*
- *Disability Discrimination Act*
- *Equalities Act 2010*

Registered person

The registered person who periodically reviews this policy and its practice within the pre-school is: [Ruth Ive](#).

Admissions

Families joining the pre-school are made aware of its equal opportunities policy.

We base our Admissions Policy on a fair system. We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:

- *Disability*
- *Race*
- *Gender reassignment*
- *Religion or Belief*
- *Sex*
- *Sexual orientation*
- *Age*
- *Pregnancy and maternity*
- *Marriage and Civil Partnership*

Employment

The pre-school will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed.

Commitment to implementing the group's equal opportunities policy will form part of the job description for all workers.

Festivals

- *Children and families who celebrate at home festivals with which the rest of the pre-school is not familiar will be invited to share their festival with the rest of the group, if they wish to do so.*
- *Children will be encouraged to learn about a range of different festivals, together with stories, celebrations and the special food and clothing they involve, as part of the diversity of life.*
- *Children will be encouraged to learn about British values through taking in British cultural events and celebrations*

The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Girls and boys equally are encouraged to play with a range of toys and in a range of situations.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Special Needs

The pre-school recognises the wide range of special needs of children and families in the community, and will consider what part it can play in meeting those needs.

Planning for pre-school meetings and events will take into account the needs of people with disabilities.

Discriminatory Behaviour/Remarks

These are unacceptable in the pre-school. The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible understand and overcome their prejudices.

Language

Information, written and spoken, will be clearly communicated in as many languages as necessary.

Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the pre-school.

Food

Medical, cultural and dietary needs will be met.

Equalities Act 2010

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;*
- Include and value the contribution of all families to our understanding of equality and diversity.*
- Provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people;*
- Improve our knowledge and understanding of issue of anti-discriminatory practice, promoting equality and valuing diversity.*
- Challenge and eliminate discriminatory actions.*

- *Make inclusion a thread that runs through all the activities of the setting*
- *Foster good relations between all communities.*

Promoting British Values

See British Values policy.

This policy was reviewed by Westgate Pre-school Ltd

Promoting British Values at Westgate Pre School

Guidance for staff & parents

Democracy

Democracy is embedded at the pre-school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and voices heard through small and large group times.

The Rule of Law

The importance of Laws, whether they be those that govern the pre-school, or the country, are consistently reinforced throughout regular pre-school days. The children are aware of the consequences of not following the rules in their pre-school community. The children learn to understand the difference between right and wrong in all aspects of school life throughout the day. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. As a pre-school we are committed to praising children's efforts. We endeavour to praise the children informally, individually, during the session or in front of the whole class.

Individual Liberty

At Westgate Pre School, our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for our pupils to make informed choices, through a safe environment and an empowering education. Our children are encouraged to give their opinions and share these ideas with due regard for the feeling of others. As part of our PSED curriculum we place a huge emphasis on the social and emotional learning of our children. We celebrate achievements both in and out of school.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. We encourage respect from all members of the pre-school community.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.

We challenge intolerant views and explain in an age-appropriate way how these views can hurt and are unacceptable.

British Traditions and Heritage

We celebrate the role of Britain both historically and in the present. We want pupils to have knowledge of and be proud of their British heritage and the cultural and historical traditions that we are renowned for the world over. This involves celebrating Royal events, Remembrance Day, festivals such as Harvest, Christmas and Easter.

It is our intention to make our pre-school genuinely accessible to children and families for all sections of the local community.

Please be assured of confidentiality and sympathetic understanding on all issues.

This policy was adopted by Westgate Pre-School Ltd

Special Educational Needs and Disabilities

Westgate Pre-school has a named SENCO responsible for SEN/d. Together with the Pre-school Manager, she works to ensure that this policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority Offer and other policies within the Pre-school.

This policy informs parents of the services and provision offered by Westgate Pre-school in order to improve choice and transparency for parents and families.

We believe that all children have an equal right to education which will enable them to reach their full potential and we endeavour to meet the needs of children and to be inclusive within the constraints of Local Authority Funding.

What are special Educational Needs?

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational provision that is different to, or

different from, that made generally for others of the same age in a mainstream setting in England.' Code of Practice 2014

The broad areas of SENd are:

□ Communication and interaction

□ Cognition and Learning

□ Social, Emotional and Mental Health Difficulties

□ Sensory and/or physical

Aims

□ To have regard for the SEN/d Code of Practice 2014, the Special Educational Needs and Disability Act (SENDA 2001) and Equality Act 2010 to ensure early identification of any Special Educational Need or disability.

□ To ensure early identification of any Special Educational Need or disability including gifted and talented children.

□ To ensure procedures are in place to meet the individual needs of any child identified as having an additional need and that the aims of the Early Years Foundation Stage are applied to all children.

□ To outline the offer of our setting with regards to Special Educational Needs or disability.

Objectives

□ To plan opportunities that build on and extend children's knowledge, experiences, interests and skills and develop their self-esteem and confidence in their ability to learn.

□ To use a wide range of teaching strategies, based on children's learning needs.

□ To provide a wide range of opportunities to motivate, support and develop children and help them to be involved, concentrate and learn effectively.

□ To provide a safe and supportive learning environment in which the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged.

□ To use a range of resources that positively reflects diversity and are free from discrimination and stereotyping.

□ To plan challenging opportunities for children whose ability and understanding are in advance of their language and communication skills

□ To monitor children's progress, identifying any areas of concern and taking action to provide support e.g. by using different approaches, additional help or other agencies.

Name of Special Educational Needs Co-ordinator (SENDCO) for Westgate

Pre- school: Kim Clarke

The Role of the SENDCO

The main responsibilities and duties of the SENDCO are as follows:

□ Ensuring the aims and objectives of the SEN/d Policy are reflected in practice at Westgate Pre-school.

□ Ensuring that staff understand, are familiar with and follow the SEN/d practice as stated in the SEN/d Policy and provide advice and support to enable them to do this.

□ Establishing an SEN/d Register, and ensuring it is kept up to date.

□ Promoting effective relationships with parents of children with SEN/d.

□ Signpost parents to Warwickshire Partnership Services. (SENDIAS)

□ Liaising with other professionals/agencies.

□ Promoting staff development in relation to SEN/d and ensuring appropriate SEN/d training for staff.

□ Monitoring the SEN/d Policy and setting dates for evaluation and review.

□ Ensure Individual Education Plans are in place and are reviewed regularly and shared with parents and other professionals.

□ Ensure appropriate teaching arrangements, resources and equipment are in place so that children meet IEP targets and make progress.

□ Gather information and keep records.

Admission Arrangements

We welcome all children and aim to respond appropriately to each child's background and individual needs-

□ When a child with special educational needs is placed in the application file, the pre-school will request a meeting with the parents to share information.

This is to try and ensure appropriate provision is made and that the Pre-school is the best setting to meet the child's needs.

□ A request will be made to the parents for us to access any reports and information from professionals who have had contact with the child prior to admission to Westgate Pre-school.

□ The above two points will enable us to explore with parents, and with any outside professionals, how we can provide most effectively for the child.

□ Additional arrangements, such as the number and length of sessions, the physical environment (including access to the building, specialist report), and staff ratios (including employing any extra staff), will be discussed prior to admission.

Accessibility and resources and specialist provision for children with SEN/d

We provide -

□ Accessible access toilet facilities

□ Changing facilities

□ Ramps to parts of the building.

□ Specialist training is undertaken by staff e.g. Makaton, Wellcomm screening

□ Specialist equipment would be borrowed/hired as the need arises e.g. supported chairs, walkers.

□ Differentiated resources are used to promote learning in all areas, including gifted and talented.

□ Excellent links with IDS and SALT and Westgate Children's Centre.

□ All our staff are paediatric first aid trained and receive specialist medical training as needed e.g. epi-pens

□ Assessment tools as used to monitor progress (e.g. Teaching Talking Profiles/Wellcomm Screen)

Identification and assessment of children with SEN

We have regard for the Code of Practice 2014 on identifying children and young people's needs.

The emphasis of our SENd Policy at Westgate Pre-school is on the early identification of any difficulties a child may have and offering an appropriate learning environment in which we provide a range of differentiated activities and experiences to meet all individual needs.

We aim to develop a genuine partnership with parents and will always consult with parents if we feel a child is having difficulties.

The practice in our setting is:

□ Our observation of children begins informally in all sessions.

□ A starting point assessment is completed for children after approximately 2-3 weeks of the child's induction, and is based on whole staff observations, Key Worker records and parental input.

□ As soon as a child is identified as having additional needs, these are discussed with parents and further observations and assessments are recorded with

parent/carer permission. These are discussed as a staff group and with parents/carers.

□ Staff talk informally to parents to collect and share information and support the child.

□ If needed an IEP is developed with achievable short term measurable targets and the child's name is added to the Special Educational Needs Register and this is explained to the parents. (School support)

□ IEPs are reviewed every 6/8 weeks and if needed next steps and a new IEP are written.

□ Parents/carers are made aware of the SENDIAS.

□ After the first review of the child's IEP the decision may be made (with parental consent) to refer the child to an outside support agency (e.g. Speech and Language or Integrated Disability Service (IDS))

□ Liaise with outside agencies ie Health, Social Services, if involved, and collect any relevant information.

□ Liaise with outside support services, seeking appropriate advice and guidance to support parents/carers and colleagues.

□ Continue to plan, review and facilitate IEP targets and monitor child's progress and development and provide appropriate support.

- Ensure full parental/carers involvement with their child's I.E.P.*
- Ensure all relevant records and information are up to date and available to be shared with support services.*
- When the child is due to start reception class or transfers to another nursery, information is shared with the new setting with parental involvement and permission.*
- If, with parental agreement it is thought that the child will need an Education, Health and Care assessment, a referral is made to the Local Authority.*

Early Years curriculum and Learning Environment

- All planning takes into account a variety of educational needs.*
- Staff evaluation of the planning takes place continuously*
- All children are monitored continuously through observation, professional discussion, evidence, photographs and assessments.*
- Teaching styles are adapted to deliver learning activities to children with different individual needs.*
- Through differentiation, we provide an environment that is challenging, rewarding, stimulating and free from bias and stereotyping, for all our children.*

Depending on specific individual needs, the following are taken into account:

- o Space, layout and presentation of the environment*
- o Accessibility - to areas and resources*
- o Opportunities for quiet play / being quiet*
- o Practical and social rules and expectations*
- o Staffing ratios*
- o Group size*
- o Effective communication*
 - Alternative communication is used such as signs, symbols and Makaton.*
 - Information is provided in a variety of forms*
 - Multi-sensory resources are used where possible.*

Monitoring of the SEN Policy

The Policy is monitored and evaluated by the SENDCO and Directors, yearly.

Complaints

Complaints about our SEND provision are dealt with initially by the child's key worker and SENDCO. If no satisfactory outcome is reached, the following process is followed until the situation is resolved:

- Discussion with the Manager*

Parents are reminded of "Warwickshire Parent Partnership" who will provide support.

(Details of our official complaints procedure are also available in Pre-school.)

Links with other Early Years Settings

□ Information, records and reports are passed on to receiving pre-school settings, nurseries or schools, with parent/carer permission, (for all children, including those with Special Educational needs).

□ Reception teachers from feeder schools are encouraged to visit to meet all children transferring to their school.

□ Meetings are held with the Key Worker, SENDCO, IDS and parents to collaboratively discuss the child and their special needs, to support the transition.

□ Staff regularly attend Sendco Surgery

The Pre-school has links with other services who regularly visit the school

□ Integrated Disability Service (IDS)

□ Speech and Language Therapist (SALT)

Partnership with Parents

At Westgate Pre-school, partnership with parents is an integral part of our life and philosophy. We seek to share information with parents and fully involve them with their child's education and to ensure they are kept informed about their child's progress. Parental permission is always sought when we believe it will benefit a child to be placed on the Special Educational Needs Register at any level. Referrals to outside agencies are always made with parental permission. Parents are always invited to share the task of setting and reviewing IEP targets with the SENDCO.

Westgate Pre-school continues to promote further links with parents and carers of younger children within the community, through close liaison with Health Visitors, and the work of the on-site Children's Centre. In this way we are increasingly establishing relationships with families with a child with special needs and supporting them from a very early age.

Staff Training

□ We value continuous professional development for all our staff.

□ Staff are supported by whole staff in-service training as well as individual training in response to the children they support. This is sometimes provided on-site, or sometimes at other venues.

□ The Pre-school ensures that the SENDCO has access to on-going training in order to continue to carry out her responsibilities fully and effectively.

□ Relevant publications and video and CD materials are purchased and kept to support staff knowledge and understanding.

□ The SENDCO regularly attends consortium cluster meetings to share good practice.

□ Advice and up to date information/training is delivered by our IDS pre-school teacher and the SALT team.

Staff Roles and Responsibilities

□ All Westgate Pre-school staff contribute to monitoring and providing for the general care, safety and welfare of children; and, Key Workers, as part of a

team, assist in planning and implementing Individual Education Plans where necessary.

□ The Manager has overall responsibility for ensuring children's progress towards the ELGs, which includes children with special educational needs.

□ The Manager has overall responsibility for teaching and learning at Westgate Pre-school, which includes ensuring the curriculum is planned and assessed to cater for all children, including those with special educational needs and disabilities.

This policy was reviewed by Westgate Pre-school directors