



## **Hull Collegiate Prep School**

### **Foundation Stage**

#### **Special Educational Needs and Inclusion Information**

This document adds detail to the whole school Special Educational Needs and Inclusion policy, applying to our EYFS setting. Hull Collegiate School seeks to implement this policy through adherence to the procedures set out in the rest of this document. Hull Collegiate School is fully committed to ensuring that the application of this Foundation Stage Special Educational Needs and Inclusion information is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity document. This document is available to all interested parties on request from the main school office and should be read in conjunction with the following documents:

- Foundation Stage
- Foundation Stage Equal Opportunities Information
- Foundation Stage Physical Environment and Equipment
- SEN and Inclusion
- SENDA

This document is reviewed annually by Mrs J Maltby (Foundation Stage Coordinator) or as events or legislation change requires. The next scheduled date for review is September 2018.

#### **Specific Implementations of the policy relating to the Foundation Stage:**

##### **Policy statement:**

In the Foundation Stage Department we believe that every child should have the best possible learning opportunities and we therefore promote inclusive practice. We recognise that some children may have particular needs or disabilities and we take specific action to support and encourage these children within a caring environment. We enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child. We work closely with parents and other agencies to monitor the child's progress carefully, and arrange for effective additional support to be provided to meet the child's needs.

The Foundation Stage Coordinator (currently Mrs Janet Maltby), in conjunction with the Prep School Special Educational Needs Coordinator (SENCo) currently Mrs A Manton, are responsible for supporting children with special needs within the department and are:

- Are familiar with current SEN and disability legislation and guidelines;
- Are aware of “special needs” and “disabilities” in the context of Early Years provision and understand how statutory, national and local procedures apply in practice to children under 5;
- Ensure that all staff, including students and volunteers, are aware of the details of the policy;
- Identify the necessary provision and staff arrangements to meet the special needs of the children, and support other staff in implementing these needs;
- Ensure that staff have opportunities to undertake specialist training related to special needs in order to improve and update their knowledge and understanding;
- Make links and liaise with parents and other agencies and organisations who are concerned with children’s special needs and disabilities;
- Ensure that no child with special needs is refused an available place within the department;
- Set high, but achievable targets for children with special needs in conjunction with staff, parents, other agencies and children;
- Make effective use of any available LEA funding and resources to meet the identified needs of children in the department.

**Staff working with special needs will focus on the following:**

- Early identification;
- Early intervention;
- Inclusive education;
- Physical environment;
- Partnership with parents;
- Multi-agency collaboration.

**Inclusion**

- We ensure that children with special needs are fully integrated into the daily groupings of the children and their routines.
- In order to provide appropriate and effective provision and adaptations we collect information from parents and other involved services/agencies to find out the children’s:
  - Sensory/visual/hearing needs;
  - Physical needs;
  - Social, emotional and mental health needs;
  - Cognition and learning needs;
  - Self-help needs;
  - Communication and interaction needs.
- We ensure that children with special needs and disabilities are involved in play activities alongside the other children wherever possible.
- We encourage and support children with special needs and disabilities to play confidently with other children and make positive contributions.
- We develop activities and experiences to raise children’s awareness of positive images of disability and difference.
- We make flexible arrangements for additional adult support to enhance social interaction.
- We plan many open ended learning activities and experiences to help all the children to participate and learn at a level appropriate for their development; in addition we differentiate and provide alternative formats or additional equipment and resources for particular pupils where appropriate.

- We use a range of strategies to engage the children in play and provide learning activities to suit individual children's most effective style of learning.

### **Physical environment**

- We make reasonable adaptations and arrangements so that children with special needs and disabilities can join in all indoor and outdoor activity areas used by the department.
- We make every effort to organise appropriate space for the children's supported and independent movement.
- We ensure that children with special needs have easy access to toilet and eating facilities.
- We arrange respectful privacy for children with special needs at times of specific medical care or welfare.

### **Partnership with parents**

- We encourage parents to work closely with staff to support their children's individual needs.
- We make time to focus on discussion of the children's strengths as well as their needs.
- We check that parents understand the graduated procedures of intervention.
- We respect the different perspectives and needs of parents.
- The SENCo, Foundation Stage Coordinator and other staff ensure that there is consistent communication and consultation with parents.
- We consult parents regarding which information is appropriate to be shared with others.

### **Multi-agency collaboration**

- The SENCo, Foundation Stage Coordinator and other appropriate staff liaise with other supportive agencies to develop good working relationships.
- We gather information on relevant contacts and services to share with parents.
- We do our utmost to achieve relationships with other professionals that promote information sharing, collaboration and understanding, therefore taking into account the complete needs of the child.

*If you have any concerns regarding this information please discuss them with Mrs Maltby*

## Document Log

<b>Foundation Stage Special Educational Needs and Inclusion Information Changes Sept 2017</b>	
Reviewed by:	Mrs J A Maltby Foundation Stage Coordinator
Date of last review:	September 2017
Approved by:	Mr Paul Grimwood Chair of LGB
Date of approval:	
Reason for changes:	Annual review due to changes in the ISI Regulatory Commentary as of January 2017.
Next scheduled date for review:	September 2018 or as events or legislation change requires.