



## **Special Educational Needs & Disability Policy**

The aims and objectives of our SEND Policy are:-

- To have regards for the Special Educational Needs and Disability Code of Practice 0-25yrs 2014, the Disability Discrimination Act 2005, the Equality Act 2010 and the Children & Families Act 2014.
- To provide an environment in which all children are supported to reach their full potential.
- To follow as stated in the SEND Code of Practice “The key to early intervention is ‘when a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision”

Therefore, the emphasis of this policy is on the early identification of any difficulty a child may have, and on offering an appropriate learning environment in which we provide a range of differentiated activities to meet their individual needs.

- To ensure the provision for children with special educational needs/disabilities is the responsibility of all staff in the setting and the views of all staff are listened to.
- To develop a good partnership with parents and will always consult with parents if we feel a child is having difficulties.
- To ensure a child’s progress will be observed, monitored and recorded as appropriate. If a child is not making adequate progress, staff will liaise closely with the SENDCo on setting appropriate targets.
- We will liaise with other professionals to ensure we are offering effective provision for children with special educational and/or disability needs.

### **Our Special Educational Needs & Disability Co-ordinators (SENDCo’s)**

**Rachel Crouch**

**Our SENCo’s role is:**

- To oversee the day-to-day operation of the SEND policy monitoring and co-ordinating its development/implementation working closely with the setting’s leader, committee and staff to ensure that the policy is working effectively.

- To liaise with the child's parents and other professionals who may be involved; ensuring parents are closely involved throughout and that their insights inform action taken by the setting. Also keeping up to date with all known information on that child.
- To advise and support other practitioners in the setting, ensure they are familiar with the SEND policy, and provide relevant training as required.
- To ensure that appropriate record keeping, observation and assessment procedures are in place and up to date.
- To ensure appropriate differentiation is in place.
- Ensuring Targeted Plans are being implemented and that the children's progress and records are reviewed on a regular basis.

### **Admissions**

- We welcome the inclusion of all children and aim to respond appropriately to each child's back ground and individual needs.
- We ask parents to give as much notice and information as possible if a child is disabled or has special educational needs. This will enable us to explore with parents and with any outside professionals, as to how we can provide most effectively for that child.
- Medical needs would be discussed with parents, before the child is admitted to the setting, to enable us to put a care plan in place if necessary.
- All children have the right to be educated and to develop to their full potential.
- Admission of children is decided by date of birth, with children who are or soon will be eligible for funding given priority.

### **Specialist Facilities and Staffing**

- We are situated in a purpose-built facility with easy access.
- The main room, toilets and outside area are on ground level, which has access to a disabled toilet.
- The setting will have due regard for the Disability Discrimination Act and Equality Act and will look into seeking additional funding to make reasonable adjustments as appropriate.
- Makaton training will be offered to all members of staff.
- We provide a range of differentiated or adapted resources to promote all children's learning.

### **Resources we provide**

- We will make arrangements to employ an additional member of staff to enhance the staff/adult ratio if a child requires this level of care.
- We have qualified members of staff who work throughout all our childcare services.
- We have a key person system in place who works closely with a small number of children. The key person will be there to reassure the child during the settling in period and is responsible for the child's record keeping and progress. They will ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with setting, offer a settled relationship for the child and build relationships with their parents.
- We provide suitable indoor and outdoor equipment to enhance and support all the children's learning and promote good outcomes, and if necessary will get adapted.

## **Early Years Curriculum Planning**

Our Preschool follows the Early Year's Foundation Stage (EYFS) framework to provide a broad, stimulating and balanced curriculum for all our children.

- The main part of our planning is done on a weekly basis allowing staff to plan for children's individual needs and interests which are relevant to them at that time.
- We monitor and evaluate our curriculum with half termly meetings and ongoing communication with staff verbally.
- Activities are adapted according to each child's individual needs and interests. We extend and/or modify them as required.
- Through constant observations, record keeping and good implementation of the key person system we ensure children's preferences and interests are taken into account when planning for their learning. We note down comments and requests and include these when planning the daily provision.

## **Learning Environment**

We ensure a rich and varied environment that supports children's learning and development. It gives them the confidence to explore and learn in a secure and safe, yet challenging indoor and outdoor space.

- We look at the physical layout of the setting and see if the child can access all the areas, if required to do so we will make the appropriate changes by moving equipment and how we present an activity.
- We have some specialist equipment and try to see how we can adapt the resources we have or purchase others if necessary.
- We have sets of various communication aids like a visual timetable and members of staff are trained in Makaton. This is incorporated into our preschool sessions.
- We offer inclusive play activities both inside and outside using differentiated equipment and resources when needed.
- The indoor environment contains resources which are appropriate, well maintained and accessible for all children.

## **We monitor and evaluate our SEND policy as follows:**

We will monitor and evaluate the SEN policy on an annual basis. The SENDCo, Deputy SENDCo, Setting Manager, Preschool Leader, staff and committee will be responsible for monitoring and evaluating the policy.

When monitoring and evaluating we will consider:

- How well our identification procedures have enabled us to attend to children with difficulties, and to ensure appropriate observation and assessment processes are in place.
- How well children have attained individual targets.
- How efficient record keeping has been in following a child's progress.
- How effective the curriculum delivery has been in ensuring access to a broad range of experiences and learning activities with other children.
- How well parents have been informed about their child's provision and how effective they feel it has been.
- How staff feel about the procedures of early identification, assessment and planning in relation to special educational needs, and whether they feel the children have made progress.

## Complaints about our SEND provision

We have a Complaints Policy available to parents in our foyer, please refer to this if required.

## SEND Training

Both the setting SENDCo and Deputy SENDCo have gained the qualification for SENDCo training and will address training issues in relation to SEND for members of staff as appropriate. We offer staff a range of books, DVDs and articles on special educational needs which are available for staff to borrow at any time. All staff take part in training sessions organised by the SENDCo and have opportunities to discuss practice, policy and procedures through regular staff meetings.

## Partnership with Parents

- Parents are children's first and most enduring educators. When **parents and practitioners work together in** early year's settings, the results have a **positive impact on children's development** and learning.
- We work closely with parents/carers of children with SEND to create and maintain a positive partnership, giving them a voice and that of the child.
- We have an open-door policy where parents are welcome to come along and join any session.
- The SENDCO or Key person will talk to parents confidentially and share any observations when we have concerns. The SENDCO or Key person will talk to parents confidentially and share any observations when we have concerns. This will be done at a mutually agreed time.
- All staff have a positive, supportive attitude to parents, and provide user friendly information and procedures.
- Staff would encourage parents to share their concerns by being approachable and available to set up meetings outside of preschool times to ensure confidentiality.
- We will always gain written parental agreement before the first contact with any professional outside the setting with regards to a specific child.
- Parents will be informed of their child's progress on a regular basis and at the Targeted Plan review meetings.
- Information regarding the 'Suffolk Parent Partnership Service' is displayed on the SEND notice board in the foyer along with a folder of support agencies and information.

Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

Tel 01473 265210 (Office hours Mon-Fri) Email: [parent.partnership@suffolk.gov.uk](mailto:parent.partnership@suffolk.gov.uk)

## Links with other Early Years settings

- We will form links with specialist settings for example a Child Development Centre, if and when necessary.
- When a child moves on to full time education, we will set up an initial transition meeting with the school to ensure a positive and smooth transition for both child and parents. The parents will be asked to attend.
- If a child moves onto another preschool setting, we will ensure parents have all relevant paperwork to pass onto the setting and will contact the setting, with parental permission to ensure a positive and smooth transition.

- If a child attends more than one setting we would seek permission from parents to contact the setting to share strategies and offer continuity of care.

### **Links with other Support Services and other agencies**

We will always gain parental permission before contacting a professional, agency or support service from the Early Years and Childcare Service team to give advice and support to our setting, or in relation to an individual child.

Working in partnership with other settings, other professionals and groups in the community, supports children's development and progress towards the outcomes of Every Child Matters: being healthy; staying safe; enjoying and achieving; making a positive contribution and economic well-being.

Information regarding services available such as Speech and Language Therapist, Parent and Partnership, Local Children's Centers are located on our SEND notice board.

### **Our ethos around SEND**

**We have high regard to the SEND Code of Practice relating to Part 3 of the Children and Families Act 2014 and associated regulations) also the Equality Act (2010)**

We have arrangements in place that include a clear approach to assessing SEN. This is part of our overall approach to monitoring the progress and development of all children. In assessing progress of children in the early years, we use the non- statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding of the world
- expressive arts and design

The EYFS framework includes two specific points for providing written assessments for parents and other professionals –when the child is aged two and when the child turns five.

### **Assessment**

Our setting understands the importance of early identification with a child's speech and language. To help us monitor the Preschool children's speech and language skills we use the recognised Wellcomm Toolkit to help provide immediate support where required. At the end of the first term that a child has started at our setting our SENDCo will carry out a 'screening tool' which looks at the amount and type of language the child are both 'using' and 'understanding'. In addition this provides a simple guide to the development of speech sounds and attention and listening skills. If the SENDCo has any concerns with the result of this screening they will liaise with staff and the parents to discuss what support will be put in place to support the child.

Also, when a child is aged between two and three, we review progress and provide parents with a short-written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. This 2yr progress check identifies the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) we may develop a Target Plan to support the child, this is done by our SENDCO.

The Target Plan will have set SMART targets for the child to do with a member of staff for a 6-week period. These will be agreed by the SENDCO and parents. Every six to eight weeks the Target Plan will be reviewed to assess the child's progress in relation to the targets made and with the parents we will agree new or continued targets to be set. We will record the child's progress in relation to targets through observations and evidence of learning.

The Targeted Plan also highlights areas where:

- good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Special educational provision will be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These areas give an overview of the range of needs that providers should plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an autism spectrum disorder may have needs across all areas. The special educational provision made for a child will always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Support will be family centred and should consider the individual family's needs and the best ways to support them.

## **Timing & Parental Involvement**

It is particularly important in the early years that there is no delay in making any necessary special educational provision. When we have a concern about a child it may be necessary to offer different opportunities or use alternative approaches to his/her learning. We will record the child's strengths and weaknesses through our written observations, assessments and progress which will then be kept in the child's individual records.

When we have observed a child and have agreed that there is a concern our SENDCo or the child's key person will discuss the concern with parents.

We can then decide together how we will address and monitor our concerns keeping parents informed at all times.

Our setting uses the Graduated Approach with four stages of action for identifying, assessing and responding to children's special educational needs. The Graduated Approach (assess, plan, do and review) will be led by and co-ordinated by the SENDCO who will support other practitioners to implement the approach.

### **Assess**

In identifying a child as needing SEN support we assess the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond our setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

### **Plan**

Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENCO will agree, in consultation with the parent:

- the outcomes they are seeking
- the interventions and support to be put in place
- the expected impact on progress
- development or behaviour
- and a clear date for review.

Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will also be identified and addressed. Parents are asked to be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

The child's key person remains responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO will assess the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the SENCO working with the child's parents and taking into account the child's views. They

will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will be given clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents are asked to be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

The graduated approach is led and co-ordinated by the setting SENDCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.

## **Education and Health Care Plan**

The Special Educational Needs and Disability Code of Practice (2014), section 5.49 states that 'Where despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Educational, Health and Care needs assessment'

So when a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. More complex support may lead to an Education and Health Care Plan.

If required our setting SENDCo will seek written parental permission before contacting the Local Educational Authority–Educational Psychologist/Early Years and Childcare Team to carry out the needs assessment. Parent/carers will be kept informed at all times. Our setting will review the advice given by the professionals and implement this into our practice.

This policy was adopted on .....

Signed (Chair) .....

This policy will be reviewed annually.

Our setting is committed to safeguarding and promoting the welfare of Children, young people and adults at all times and expects everybody working within this setting to share this commitment