

1.11 Supporting Children with Special Educational Needs and Disabilities (SEND)

This document is our whole setting policy and communicates our practice where we aim to promote a positive environment within the setting and ensure all children, including those with special educational needs and disabilities, are supported to reach their full potential.

Legislation and Code of Practice

The Children and Families Act 2014 outlines a new approach to Children with Special Educational Needs and Disabilities (SEND)

The SEND Code of Practice 2014 states: “ A person-centred approach within a family context can ensure that children, young people and their parents are involved in all aspects of planning and decision making.”

Children have SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

Children have a learning difficulty if they have any of the following:

A significantly greater difficulty in learning than the majority of children of the same age;

A disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in preschools/schools within the area of the local authority.

or:

Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

SEN falls under four broad areas (Appendix 1):

- 1. Communication and Interaction.**
- 2. Cognition and Learning.**
- 3. Social, Emotional and Mental health.**
- 4. Sensory and/or Physical Needs.**

Our Aims:

- To observe the principals described in the Special Educational Needs and Disabilities Code of Practice 2014
- To identify a child with SEND as early as possible thus enabling children to receive the help they need quickly and effectively.
- To work within a 'One Planning' environment, where all practitioners take into account the views of children, their parents and people who know them best ensuring the child's wishes and aspirations are at the centre of the planning and decision making.
- To put into place a program of support to meet those needs through a range of SEND strategies and resources, ensuring our provision is inclusive to all children with SEND.
- To inform parents of their child's achievements, progress and areas where additional support is in place and to work in full partnership with them.
- To provide encouragement and respect for achievements thus creating an environment where children can thrive.
- To take into account the wishes of the child according to their age and understanding.
- To closely work with other agencies and the local community and/or to liaise with other settings attended to ensure the best support is in place and to provide a continuity of care to meet individual children's needs.

- Follow the Assess-Plan-Do-Review cycle of SEND support, monitor and review our policy, practice and provision and, if necessary, make adjustments.
- To provide relevant easily accessible information for Parents about our SEND provision in the form of our SEND Local Offer.

Admissions

We welcome ALL children and we aim to promote an environment where everyone is respected and children can thrive. We aim to respond appropriately to each individual child's background and specific needs.

- See Admissions Policy and Equality, Diversity and Inclusion Policy

Arrangements for Coordinating the SEND Provision

The setting has appointed a special educational needs co-ordinator who is responsible for co-ordinating the SEND provision within the pre-school.

Our Special Educational Needs Co-ordinator (SENCO) is Theodora Barouni.

SENCO Responsibilities:

- To ensure that the needs of the children with SEND are being included in all aspects of the setting's planning and practice.
- To support and provide advice to all practitioners within the setting ensuring that the provision for children with SEND is the responsibility of the whole Pre-school team.
- To ensure staff are up to date with policies/procedures and training.
- To liaise and work in partnership with Parents, other agencies and professionals to facilitate the best possible support for children with SEND.
- To write/support the writing of One page profiles and Enhanced provision plans for children with SEND.
- To organise and set up review meetings with parents and other agencies/professionals involved in supporting children with SEND at the setting.
- To complete written records, record progress, and contribute to formal assessments.
- To maintain and review the SEND Policy and Local Offer annually.

Identification, Assessment and Review Arrangements

We monitor and review the progress and development of all children while attending our setting. Where a child appears to be behind expected levels, or their progress gives cause for concern, the SENCO will discuss how to further support the child with their parents.

- We follow the four part Assess-Plan-Do-Review cycle for identifying, assessing and responding to children's special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing enhanced provision for children with SEND.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.

- We work with parents to request Education, Health and care needs assessments and ensure the relevant procedures are followed for gaining on going support from an Education, Health Care Plan (EHCP) when necessary.
- We ensure all information is confidential and will only be accessible with parental consent to relevant practitioners and professionals working with the child.

Assess

- *We follow a person centred approach 'One Planning'. It is a process of continual listening and learning about what is important to, and for the child.*
- *We pay attention to the child's views, consult with parents and work with professionals to ensure the best outcomes are achieved. We encourage parents to share specific knowledge and expertise as we can learn from and build upon it.*

Plan

- *Outcomes are agreed with parents, practitioners and SENCO and a child specific plan called a 'One Plan' is created and works alongside their EYFS development record.*
- *This consists of a One Page Profile detailing Child's interests, their achievements and areas where support is needed, and an Enhanced Provision Plan detailing individual next steps in the form of targeted activities that aim to assist the child in their areas of difficulty.*
- *The targets are SMART (specific, measurable, achievable, realistic, timescale) and therefore the child's participation is easily recorded to give an accurate account of their progress, a review date is included along with parental comments.*
- *The plan is added to with other relevant outside agency reports, i.e. speech therapy/Specialist Teacher recommendations etc.*

Do

- *The child's key person will work together with the child on a day to day basis, carrying out activities and learning experiences as detailed within the One Plan.*

Review

- *The effectiveness of the support and it's impact on the child's development is reviewed as agreed within the One Plan.*
- *Any changes to targets or outcomes are agreed with parents and recorded, and the cycle begins again.*
- *This approach is led and supported by the SENCO working with the individual practitioners (child's key person)*

Inclusion, Resources & Access to The Early Years Curriculum

- We ensure that all children attending the setting including those with SEND have access to the full breadth of the curriculum.
- We organise the layout of the setting and activities to support children with SEND and provide activities both indoors and out.
- We use strategies tailored to the individual child, using support from the key person, small group work, available equipment and resources, visual aids/time-tables and Makaton.
- Where possible we pursue additional support for children with SEND.
- We have ramp access with wide doors and an accessible toilet.

Partnership with Parents

- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We ensure that parents are consulted and informed at all stages of the assessment, planning, provision and review of their children's education.
- We have procedures in place to gain written parental permission/consent to initiate the One Planning process and for information to be shared with outside agencies.

- We provide parents with information on sources of independent advice and support.

Working With Other Settings, Schools, & Agencies

- We work closely with infant schools or other pre-school settings regarding transfer arrangements to promote a smooth transition. Records will only be passed on with parental permission.
- We work with other professionals involved with children with SEND to support the progress of the children. These include Educational Psychologists, Specialist Teachers, Family Support Key Workers, Speech and Language Therapists, Paediatricians, Health Visitors and Area SENCO support. We seek parental consent before consulting an outside agency regarding a child with SEND.

Training & Staff Areas of responsibility

- Regular staff meeting time is allocated to the discussion and development of the SEND provision within the pre-school.
- All practitioners, the SENCO and Management attend additional in-house workshops or external training to enhance and support practice. (Appendix 2)
- Staff specialist areas and responsibilities connected to SEND. (Appendix 3)

Evaluation

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. One Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints (see complaints procedure). This information is collated, evaluated and reviewed annually.

Reviewed 12/10/2020

Manager's signature _____ Date _____

SENCO signature _____ Date _____

Appendix 1 - Broad areas of Need

The following descriptions are guidance from the SEND code of practice 2014 (pages 97-98)

Communication and interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

Appendix 2 - Training Completed

Early support

Toni McGenity

In-house One Planning in the Early Years

Jane Dickson

In-house Supporting Children with Autism

Jane Dickson

Toni McGenity

Claire Knevett

Autism Awareness in the Early Years

(Working together Online Module)

Jane Dickson

Toni McGenity

Claire Knevett

Early Language Development Program

(Level 2 & 3)

Person Centred Approach in an Early Years Setting

(Working together Online Module)

Jane Dickson

Toni McGenity

Claire Knevett

Social Stories

Toni McGenity

See what I mean (visual aids)

Toni McGenity

Appendix 3 - Specialist Areas and Responsibilities Connected to SEND

SENCO

Special Educational Needs Co-ordinator

Theodora Barouni

Inclusion development program

IDP Autism Co-ordinator

Toni McGenity

Claire Knevett

IDP Behaviour Co-ordinator

Toni McGenity

Behaviour Management Co-ordinator

Toni McGenity

ENCO

Equality Named Co-ordinator

Claire Knevett