

Supporting children with special educational needs and disability (SEND)

Please take time to read the pre-school policies and let the Special Education Needs Co-ordinator (SENCo), Pre-school Leader, or Chair know if you have any questions.

Our Special Educational Needs Co-ordinator (SENCo) is [Cheryl King](#). She can be contacted as follows:

Telephone: 01491 875247

Email: lt1streatleyhillpreschool@gmail.com

The pre-school's Special Educational Needs & Disability Local Offer can be found on the West Berkshire County website, it may be accessed by using the following link:

https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=_pQgJU1HVIU&localofferchannel=4-1

(Accessed Dec 2018)

Statement of intent

The definition of a child with Special Educational Needs and Disability (SEND) is a child who has needs which are “additional to and different from” those of other children the same age (Code of Practice 2015, para xiii). Children who have SEND are those whose needs cannot be met within the normal routine provision of the pre-school, and /or are not progressing or achieving at the expected level for their ability or age. They are likely to be a child who, when they reach compulsory school age:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of Practice 2015, para xiv to xv).

Special Educational Needs may be constant, intermittent or temporary.

Our pre-school is committed to providing an environment in which all children, including those with SEND, are supported to reach their full potential.

We have high aspirations for all our children and firmly believe that all can achieve.

At our pre-school the emphasis is on a whole-setting approach, where all members of staff accept responsibility for providing every child with realistic learning goals in an appropriate, differentiated curriculum. Every child's needs are constantly assessed and planned for.

We therefore intend:

- To have regard to, and be compliant with, the SEND Code of Practice 2014, updated 2015 (DfE: Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015.)
- To follow the guidelines, recommended by West Berkshire County Council, for identifying and supporting children with Special Educational Needs
- To provide a SENCo who will work in line with the SEND policy, as required by the Framework for Early Years Settings (updated 2017).

Aims

We aim to:

- To enable every child to experience success.
- Raise/maintain self-esteem and confidence of all children.
- Ensure that all the children with SEND or additional needs, whether physical, intellectual, social, emotional or behavioural, are identified, assessed and provided for at the earliest opportunity. Early identification, and then making effective provision, improves long-term outcomes for children.
- To have open and honest communication to ensure that parents and staff have a clear understanding of the provision.
- Clearly define the roles and responsibilities in meeting the special needs of children in the pre-school.
- Ensure that the curriculum is accessible and inclusive to all children.
- Make additional provision ‘Smart’ (Specific, Measurable, Achievable, Realistic and Time Constrained) and positive targets.
- To work in partnership with parents and other agencies in meeting individual children’s needs.

Details of what we are able to provide are included in the pre-school’s Local Offer on the Local Authority website. There is a link to this on the pre-school’s website.

Roles and responsibilities

We ensure that the provision for children with SEND is the responsibility of all members of the pre-school.

Every practitioner is expected to accommodate the needs of all children by careful planning of activities. This includes differentiation of tasks and using additional adult support. All staff are made aware of those children requiring additional support and details of Support and Achievement Play Plans (SAPPs).

Key Person

Our key person system ensures that each adult is specifically responsible for and close to a small number of children.

The key person is responsible for the identification of additional needs and for addressing these needs through a range of appropriate intervention. The key person can seek advice and support from the SENCo. The key person remains responsible

for working with the child on a daily basis. Appropriate training will be provided to enable the key person to do so.

The role of the SENCo

- The SENCo has a role, along with the Lead teacher and committee, in determining the strategic development of SEND policy and provision in the school.
- The SENCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHC Plans.
- The SENCo provides professional guidance to colleagues and works closely with staff, parents and other agencies.
- The SENCo is aware of the provision in the Local Offer and is able to work with professionals providing a support role to families to ensure that children with SEND receive appropriate support and high quality teaching.
- The SENCo will update the school's Local Offer to parents on the Local Authority website annually. By doing this, it will fulfil the remit of the new SEND guidance and demonstrate the school's commitment to SEND.

The key responsibilities of the SENCo may include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated person where a looked-after child has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the pre-school's delegated budget and other resources to meet children's needs effectively
- liaising with parents of children with SEND
- liaising with other early years providers, schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next setting to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the Lead teacher and committee to ensure that the pre-school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the pre-school keeps the records of all children with SEND up to date

The role of the Lead teacher

- The Lead teacher is responsible for the day-to-day management of provision for children with SEND and keeps the committee fully informed about this provision and any issues that may arise.
- The Lead teacher advises the committee on policies and practice that address barriers to learning for those children with SEND.
- The Lead teacher and committee are responsible for ensuring that the SEND policy is implemented.
- The Lead teacher will ensure that staff attend/receive relevant training.

- The Lead teacher will liaise regularly with the SENCo to monitor the implementation of the policy and to make sure child tracking and interventions are happening.
- The Lead teacher works closely with the SENCo and ensures that the relationship between the SENCo and other staff is mutually supportive.
- The Lead teacher ensures the effectiveness of our SEND provision by collecting information from a range of sources, such as EHC Plan reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.

Management committee

- The committee, with the Lead teacher, decides the pre-school's general policy and approach to meeting children's Special Educational Needs.
- The committee is responsible for ensuring the pre-school is compliant with statutory duties.
- The committee have a duty to ensure that the necessary provision is made for children with SEND with regard to the SEND Code of Practice. In this regard they will:
 - provide resources (human and financial) to implement our SEND policy.
 - ensure that the notional budget for SEND is appropriately allocated to support children with SEND.
 - ensure that all children with SEND have access to a broad and balanced curriculum
 - provide in-service training for parents, practitioners and volunteers, as appropriate.
 - provide a complaints procedure.
 - monitor and review our policy, practice and provision and, if necessary, make adjustments.
 - ensure that the pre-school publishes the pre-school's Local offer in accordance with the latest regulations

Admission arrangements

Specific information about how we meet the needs of children with SEND can be found in our Local Offer. The Local Offer is a parent-focused access point for information on education, health and care services available in West Berkshire for children and young people from 0 to 25 years with SEND. It provides information about the support and opportunities that are available in one location. The following link will take you to our Local Offer:

https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=_pQgJU1HVIU&localofferchannel=4-1

(Accessed Dec 2018)

We are flexible about attendance patterns to accommodate the needs of individual children and families.

If the pre-school is oversubscribed, priority will be given to children with an Education and Health Care Plans (EHC Plans) and Looked After Children, including children who were Looked After immediately prior to having been adopted or made subject to a Special Guardianship Order or Residence Order (regardless of age) before allocation of further places.

Please see our Admission's policy for more details.

Settling-in methods

Our settling methods are adapted to meet the needs of the child. Generally, the following methods are used:

- After registration, in the term before a child starts to attend the pre-school, we confirm the sessions your child will be doing and send you a copy of our Welcome Pack.
- The Welcome Pack asks for information about the child, such as their likes and dislikes, their family and social life. We ask for some medical and development background information and how to meet their needs.
- We allocate a Key Person to each child and his/her family, before she/he starts to attend; the Key Person welcomes and looks after the child and his/her parents at the child's first session. See our **Key Person Policy** for more information.
- During the term before a child starts pre-school, the child and his/her parents are welcome to visit the pre-school and stay for part of a session. This provides an opportunity for the child and his/her parents to familiarise themselves with the pre-school and meet members of our team and other children. Visits can be arranged directly with our Pre-school Leader.
- A family may request or be offered a home visit prior to their child starting at the Pre-school. This provides an opportunity for a child's key person to meet and get to know the child in a comfortable, familiar setting and for parents to discuss any concerns or questions they may have. Any necessary paperwork can be completed together. In some circumstances a number of home visits may be required.
- When a child starts to attend, we work with his/her parents to decide on the best way to help the child to settle into the pre-school.

Staffing ratios

If a child needs more support, we may provide an additional member of staff. We often operate sessions at a higher staff:child ratio than required by law. We may also be able to access additional funding, depending upon the child's needs, to provide one to one support.

Additional arrangements

If applicable, we also arrange induction meetings with the parents and all involved professionals prior to admission. This enables us to get to know and understand the needs to the child, discuss and prepare to use appropriate strategies already in place. We work with other settings and professionals regarding existing support

plans.

Identification of special education needs

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas; many children will have inter-related needs. The areas of need are:-

- Communication and Interaction Needs (C&I)
- Cognition and Learning Needs (C&L)
- Social, Emotional and Mental Health Needs (SEMH)
- Sensory and/or Physical Needs
 - Hearing Impairment (HI)
 - Visual Impairment (VI)
 - Multi-Sensory Impairment (MSI)
 - Physical Difficulties (PD)

While the four categories of need broadly identify aspects of primary areas of need for children and young people, we identify the needs of children by considering the needs of the whole child, which will include not just the special educational needs of the child. This will include consideration of other circumstances that may have an impact on progress and development.

Identification

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (Code of Practice 2015, para xiii).

Any of the following may trigger a concern:

- Parents/carer concern
- Key person assessment
- Tracking data against EYFS Development Matters age bands
- EYFS Two year check. We complete a two year check on those children joining us aged two; if a two year check has already been done we obtain a copy from the previous setting, with parental consent.
- Two year health visitor check
- External agencies
- Records transferred from another setting

A good understanding of a child's starting points and regular checks on progress are the basis for identifying when a child is making less-than-expected progress given their age and individual circumstances.

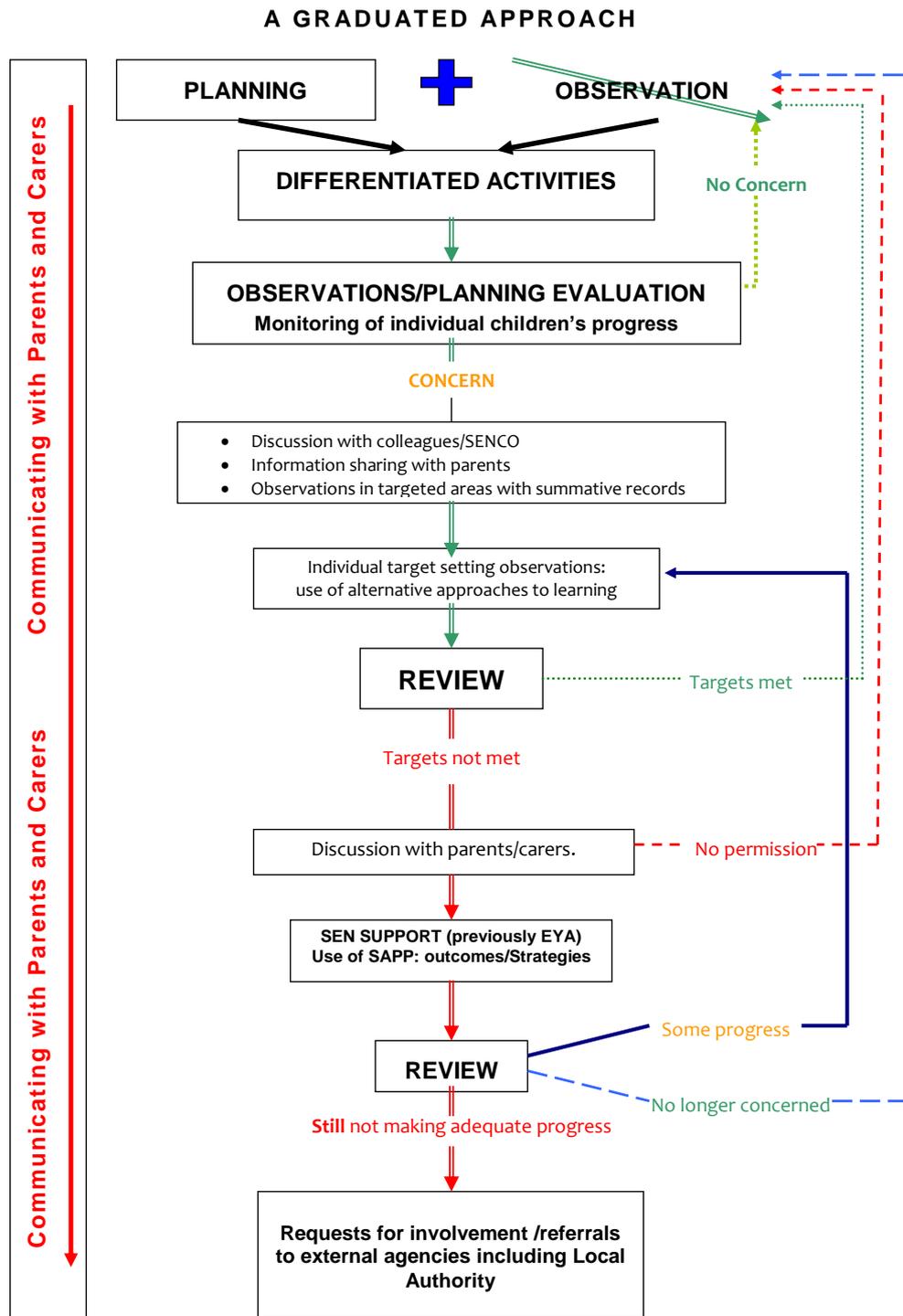
For many learners who are not making expected progress the precise area of need is not clear at the outset. Some children will have needs that span more than one area. Special educational provision goes beyond normal differentiated and personalised teaching and learning approaches; it is individualised provision that is additional to, or different from, that made for other children of the same age. The most effective means of closing the gap is through high quality, carefully differentiated and inclusive teaching.

The importance of early identification, assessment and provision for any child who may have Special Educational Needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made, including the delivery of a differentiated curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress without additional support. If the child's difficulties prove less responsive to provision made by pre-school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

SEN support

Process

A graduated response will be implemented as shown in the following diagram.



Autumn 2014

The first stage will be to introduce differentiated activities to support the child's learning. Their progress will be monitored by the key person using the EYFS Development Matters age bands. Details of this support and review will be recorded on the alert form.

Initially, the key person will discuss their concerns with colleagues and the child's parents or carers with parental responsibility. They will record the initial concern on an alert form.

Where progress is not adequate, it will be necessary to take some additional or different action to enable the child to learn more effectively. The triggers for intervention could be the key person's or others' concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- The child is making little or no progress, despite been given differentiated activities
- The child works at a level significantly below others of a similar age
- The child has persistent emotional or behavioural difficulties, despite providing the usual interventions
- The child has sensory or physical problems despite personal aids and/or equipment
- The child has communication and/or interaction difficulties.

The child's key person will seek to provide interventions that are additional to or different from those provided as part of the usual differentiated curriculum. This is known as SEND Support. SEND support involves four stages: assess, plan, do and review.

Assess

The key person will discuss their assessment of the child's progress with the parents and gain their input on the child's needs and progress outside pre-school. Together they will decide if SEND support is required.

Plan

With parental agreement, a meeting will be held with the child's parents/carers to produce a Support and Achievement Play Plan (SAPP). The SAPP sets the targets and interventions that will be used to support the child.

- The interventions are a means of matching special educational provision to the child's needs.
- Any targets set are SMART (Specific, Measurable, Achievable, Realistic and Time Constrained)
- A SAPP is reviewed regularly and a new one written, always in conjunction with the child's parents and any other professionals involved.

Do

The interventions form part of our continuous provision and cycle of targeted support. The child's key person or buddy will work with the child on a daily basis to deliver the interventions. All staff will be made aware of the contents of the SAPP and the interventions.

Review

The key person will continue to monitor and review progress regularly with parents and SENCo. The SAPP will be reviewed and updated at least termly.

Following a review of a child's SAPP and in consultation with parents, a decision may be taken to request help from external support services. The SENCo will consult the Local Authority for support and guidance about where to go next, and consider referring the child and family to additional professionals for further assessments and guidance. In cases of greater need, an Education, Health and Care (EHC) Plan may be put in place if deemed appropriate after an assessment by the Local Authority.

Partnership with Parents/Carers (all those with parental responsibility)

- We always work with the child's parents and parents are involved at every step as, together, we decide the best way forward for their child.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education; e.g. through their Learning Journey
- We aim to work closely with parents of children with SEND to create and maintain a positive partnership.
- We provide parents with information on sources of independent advice and SEND support.

We actively encourage all of our parents to support their child through positive attitudes, providing user-friendly information and effective communication. To make communications effective we:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the children's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents
- ensure that parents understand procedures, are aware of how to access support and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.

Parents should also communicate regularly with the school and alert us about any issues that may impact on their child's learning or provision.

Involving other professionals

- If a child is not involved with other professionals but the SENCo feels this may be beneficial, with parental consent, a referral may be made, or it may be suggested that the parent seeks an opinion from their Health Visitor or GP.
- A copy of the SAPP, with parental consent, is sent to any other professionals working with the child and any other settings the child attends. If appropriate, and only with parental consent, they may be invited to attend the SAPP meeting or contribute to the SAPP.
- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools.

Support Sources

For those resident and registered with a West Berkshire GP, we have access to:

- Drop-in Speech and Language Clinics
- Early Years Advisors
- Autism advisors
- Parent groups

For children living in Oxfordshire and registered with an Oxfordshire GP, we have access to and benefit from a wide range of support services via a central Early Years Response Service. This service provides access to Speech and Language Therapists, occupational therapists and physiotherapists in Oxfordshire.

When appropriate we will seek support and advice from other external agencies and support services, according to the child's need.

Additional resources for children with SEND

Where appropriate we apply for additional support and funding from the appropriate County to enhance and adapt our staffing ratios and/or our provision for the needs of a child.

Storing and managing information

We use a system for keeping records of the assessment, planning, provision and review for children with SEND. We ensure all information regarding SEND is treated in a confidential manner.

SEN Folder

The SEN Folder contains a SEN register which contains details of all children identified as having SEND. This is confidential. The register is continually being revised and updated.

The folder is kept locked in the office and highlights children who need additional support. It contains SAPPs and any other relevant information concerning individual children.

Medical Information

Medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the pre-school, the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

The Education, Health and Care Plan (EHC plan)

Under the SEND Code of Practice 2015, children with complex Special Educational Needs will be given an EHC Plan and the support outlined in these plans will be provided in collaboration with the Local Authority.

The EHC Plan is a legal document describing a child or young person's Special Educational Needs, the provision to meet those needs and the suitable educational placement. It replaces Statements and Learning Difficulty Assessments and covers

education, health and social care services from birth to age 25 for those remaining in education. The EHC Plans bring education, health and social care in to a single plan. They are designed by a single shared assessment and planning process together with the child/young person and family and focus on desired short-term outcomes and long-term aspirations.

Legal framework

- The Equality Act (2010)
- Children Act (1989, 2004)
- Children and Families Act (2014)
- Special Educational Needs and Disabilities Code of Practice (2014, 2015)
- Early Years Foundation Stage (revised 2017)

The policies are also available to read on our website:
www.streatleyhillpreschool.org.uk

This policy was adopted at a meeting of Streatley Hill Pre-school Committee on:	December 2020
This policy was last amended and reviewed on:	January 2022
Date of next review:	January 2023
Signed by the Lead Teacher:	Chloe Sims
Signed on behalf of the Committee by:	Gemma Jenkins
Role of Signatory:	Director and Trustee