



Spinney Pre-School Special Educational Needs/Disability (SEND) Policy

Statement of Intent

Spinney Pre School believe that every child should have the best possible learning opportunities, and we therefore promote inclusive practice. We recognise that some children 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 outside agencies to monitor the child's progress carefully and provide effective, additional support to meet the child's needs.

Aims

Spinney Pre-School have regard for the Special Educational Needs and Disability (SEND) (DfE and DoH 2015) which states that local authorities must ensure that all Early Years providers that they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to meet the needs of children with SEN and disabilities. When securing funded early education for two, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN; this includes removing barriers that prevent access to early education and working with parents to give each child support to fulfil their potential.

- Ensure that all staff, including students, volunteers and committee members are aware of the details of the SEND policy.
- Identify the necessary provision and staff arrangements to meet the special needs of all children.
- Adapt, modify and develop activities through planning to ensure children can access all activities and will make flexible arrangements for additional adult support to enhance the social development and interaction of children.
- Ensure the physical environment is suitable for the child and make reasonable adaptations to fit the needs of the individual.
- Have a zero tolerance and challenge and report anything negative attitudes and practices
- Promote diversity and difference and encourage children to value and respect others

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give their names to parents. Our SENCOS are:

Mrs Anne Rix and Mrs Susan McCormick

Staff responsibilities

Their roles and responsibilities are:

- To ensure the aims of the SEND policy are reflected in the practice of the setting
- Ensure that the needs of all the children with SEND are being included in all aspects of the nursery planning, practice and assessment
- To maintain a SEN register and to keep up to date records on each child at each appropriate stage
- Support staff and keep them well informed of developments in relation to SEND
- Ensure that all staff are aware of the procedures for identifying, assessing and making provision for children with a SEND
- Staff development through staff training and course feedback at staff meetings
- To ensure effective liaisons with parents and outside agencies

- The Senco and Keyperson will engage when writing the Support plans and one page profiles when appropriate and set realistic targets for the child.
- Evaluations and review support plans, whilst working in partnership with parents, ensuring copies of all written reports are available to parents.
- To support staff when liaising with outside agencies for example attending meetings and reviews.
- When it is appropriate to do so, staff will go on courses that support their roles as early year's practitioners. They are able to access specific courses designed to support them when working with children with a SEND, or medical needs.
- Staff remain open minded and are always open to new ideas and approaches-from practice or other professionals and are aware that 'not one shoe fits all'.
- Staff are all made aware of the process of identifying a SEND child and are supported in their roles by the nursery SENCO and the local authority area SENCO's.

Effective assessment of the need for early help

If as a setting we believe that Parents/Carers of a child with SEND would benefit from Early Help to Support them in meeting the needs of their child or themselves, or we as a setting feel a family may need support from multiple agencies to help them come to terms with a diagnosis – early help will be explained and offered to the Parent/Carer to allow them to be best supported by relevant multi agencies. The same procedures and help will also be offered if a family comes to us and asks for support with coming to terms with a diagnosis or meeting the needs of the child.

(For more on Early Help please revert to our Safeguarding and Child Protection Policy)

Graduated Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, settings should adopt a graduated approach to assessment and planning, led and coordinated by our SENCO's. Good practice of working together with Parents/Carers, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability This graduated approach will be led and coordinated by the SENCO's and appropriate records will be kept according to the Code of Practice.

The 'graduated approach' to SEN support is based on 4 stages of action:

1. **Assess:** To carry out an analysis of the child's needs, with the help of outside professionals where necessary, and review it regularly to ensure support is matched to need
2. **Plan:** To agree, in consultation with parents, the outcomes sought for the child, what will be put in place to achieve these, the expected impact and a clear date for review
3. **Do:** To implement the interventions or programmes as agreed. The early years practitioner (usually the child's Keyperson and or 1: 1) remains responsible for working with the child on a daily basis, but the SENCO should support them
4. **Review:** Regularly evaluate the effectiveness of the support provided and agree any changes to outcomes and support in line with findings with parents

Working with children with Statements/EHCPs (Education health care plans) or specific medical needs

As an inclusive setting, we ensure that children who have a statement are able to access the learning and development opportunities that they need to thrive. We work alongside both parents and outside agencies to support the child.

In line with regular pre-school practice, the child will receive a home visit (if the Parent requires one) which will allow the Keyperson and Senco to discuss with the parent, the specific needs of the child. They will then

have a period of settling sessions, this is depending on the child and need. During this time Pre School the Senco will liaise with the area Senco and any other professional that are already involved with the child.

The Pre School SEND-Co, Supervisor and staff will work in partnership with professionals such as educational psychologists, physiotherapists, occupational therapists, speech and language therapists and any other relevant agency to ensure that the child has a specific plan in place to support learning. We will take direction from these external agencies and will support the child through making reasonable adjustments to the setting where possible and obtaining resources that will aid development.

Where a child is going through the process of an assessment, we will provide reports and evidence as necessary to the relevant agencies. They will provide detailed information regarding the child's progress within the Halton STATS Development progress and in other areas as required. They will work with parents and agencies to ensure the child is accessing the learning opportunities they need.

For children with specific medical needs, we will work with parents and relevant agencies to develop a care plan, ensuring that all staff working with the child are aware of the medical condition and the procedures to be followed. We will make the necessary reasonable adjustments in line with the Equality Act 2010. Staff will receive relevant training regarding the administering of medicines and the procedures to be followed, for example epilepsy training and the use of epi pens to administer medication for those with allergies.

Information regarding the medical need will be available within the Pre School room and any new staff will be informed of this information as part of induction. Information such as dietary requirements will also be available within the food preparation area so that anyone preparing meals is aware of allergies.

Partnership with parents

The setting adopts a team around the child approach.

Parents are valued as the child's first and foremost educator.

We seek to build positive relationships with parents as partners and ensure time is made to meet and share information about the child's needs and strengths. This is done through the reviews that take place as part of the child's 'support plan' monitor and review process.

We check that parents understand the graduated procedure of intervention and that they are aware of the stage their child is at and what support they can expect.

We respect the different perspectives and needs of the parents

The Senco, Supervisor/Keyperson or the child's 1:1 ensure that there are consistent communication and consultation with parents.

We consult with parents about information that should be shared with others.

Partnerships with External Agencies

Where it is decided to provide SEN support, and having formally the parents, the Keyperson or 1:1 and the Senco, in consultation with the parent, will agree 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 should be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Record keeping/Confidentiality/Consent

All records relating to the child's additional needs are held in the child's folder' This record is held securely within the SEND register in the child's individual section.

Staff working with the child, have access to support plans and other relevant documents as part of their working documentation.

Parents are required to sign all written documentation relating to the additional need

Written consent is obtained from parents prior to passing on copies of relevant paperwork to other settings. A copy of all paperwork is kept within the child's file.

Transition

All children within Pre School are part of a thorough transition process.

Teachers from the child's receiving school will be invited into Pre School to meet with the child and parent and discuss information regarding the child's additional needs.

The child's Keyperson and or 1:1, will obtain photos of the child's new setting and will develop a transition booklet for the child if it is required.

Where necessary a meeting will be held to discuss the child's current needs and what will need to be put in place prior to starting the new setting.

A summary sheet with information regarding the child's progress within the EYFS and or STAT's and other relevant information is provided. This is forwarded to the receiving setting/school.

My Support Plan

Where it is felt that children need support for SEND, we will work in partnership with parents and other agencies to offer a package of support. This will begin with gathering relevant information such as needs, the views of the child, the views of the parents and information about support. This information will be collated and documented in an individual 'Support plan'

Staff will utilise the 'Support plan' to document information, targets, and outcomes with regards to the child. These will be regularly reviewed in consultation with all agencies involved with the child and the parents.

If it is deemed appropriate for the child, then a request will be made for an EHC needs assessment.

Education and Health Plan (EHC)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

Our local authority will conduct the EHC needs assessment and take into account a wide range of evidence.

- This will include Evidence of the child's developmental milestones and rate of progress
- Information about the nature, extent and context of the child's SEN
- Evidence of the action already being taken by Spinney Pre School as the early years provider to meet the child's SEN

- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.
- We will then work with the LA and other agencies to ensure that the child receives the support they need to gain the best outcomes.

Complaints

Complaints are dealt with in line with our procedural complaints policy. (Please see our Complaints policy)
In addition, parents may wish to discuss their concerns with the Pre School Senco. Parents may wish to consult the local authority Senco team.

Monitoring and reviewing the policy

The Supervisor and Pre School Senco are responsible for monitoring that the policy and practice accurately reflect one another.

The policy is reviewed annually and/or in response to any changes within legislation and within the setting.

All staffs' views will be considered when reviewing the policy and every effort will be made to ensure it is easy for staff and parents to understand the policy and procedures of the Pre School.

Flow chart to determine whether a child requires a 'Support Plan'

1. High quality support is offered for all children, including those with SEND
2. Decide if a 'Support Plan' is needed. Gain consent from parents and determine what additional information will be needed
3. Gather information for the plan (for example any information from parents, outside agencies may already be involved – including any targets)
4. At this point it is a good idea for all involved to have a meeting to discuss what support is needed for the child, and what targets and expected outcomes they would like to see
5. The Senco/Keyperson/1:1 would write up a draft of the 'Support Plan'. A draft copy of This would be shared with parents
6. A final version of the plan would be written up and all targets/actions would be implemented by the Senco and Keyperson/1:1
7. After a predetermined timeframe, a review would need to take place
8. If it is deemed that further, long term support is needed then a request for an EHC needs assessment will be made if appropriate.

This Policy was adopted at a meeting of the Pre-School held on (date) _____

Signed on behalf of the Pre-School _____