

9.2 Supporting children with special educational needs

Policy statement

We provide a positive, welcoming environment in which all children, including those with special educational needs, are cared for and educated to achieve the best possible outcomes, to share opportunities and experiences and develop and learn alongside their peers.

- We have regard for the Special Education Needs and Disability (SEND) Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND
- We recognise that children may have additional needs that are short-lived for a particular time in the child's life or may require long-term or lifelong support.
- We ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the Pre-School day according to their individual needs and abilities. This includes ensuring gifted and talented children who learn more quickly are also supported.
- We identify any emerging concerns that might suggest a child has a SEN and/or disability at the earliest opportunity and plan for those needs through a range of strategies.
- We work in partnership with parents, the local authority and other agencies to share information, identify needs and help the child and their family access the support they need and to ensure the best outcomes for children with SEND and their families.
- We encourage children to value and respect others. We promote positive images and role models during play experiences and we celebrate diversity in all aspects of play and learning.
- In accordance with our admissions policy, we are committed to providing a childcare place, wherever possible, for children who may have special educational needs and/or disabilities (SEND) according to their individual circumstances, and Pre-School's ability to make any reasonable adjustments in order to provide the necessary standard of care. All children will be given a full settling in period when starting Pre-School according to their individual needs.
- Where we believe a child may have SEN and/or a disability that has not previously been acknowledged, we will work closely with the child's parents and any relevant professionals to establish the child's needs and to secure any action that may be required. We recognise that children with disabilities may not have SEN but may need Pre-School to make reasonable adjustments to enable them to make full use of Pre-School's facilities.
- Where we have emerging concerns about a child and/or where a child has identified additional needs or a disability, we will find out as much as possible about the needs of the child and any support the child or family may need to ensure the child makes the best progress in their learning and development. We do this by:
 - liaising with the child's parents
 - observing each child's development and monitoring such observations regularly
 - liaising with any other relevant professionals engaged with the child and their family
 - seeking any specialist help or support

- researching relevant publications/sources of help
- reading any reports that have been prepared
- attending any assessment or review meetings with the local authority/professionals.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. We encourage all staff to qualify as Special Educational Needs Co-ordinators (once they are qualified to Level 3 / Early Years Educator). The following staff are qualified SENCo's:, Laura Davis, Lynsey Batchelor, Alice Woodward and our Lead SENCO is Lynsey Batchelor

- The role of the SENCO is to provide a lead for staff in relation to SEN and disabilities to make sure procedures are followed, appropriate records kept and parents are involved. The child's practitioner (key person) will normally remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. The particular responsibilities of our SENCO are:
 - ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
 - advising and supporting colleagues
 - ensuring parents are closely involved throughout and that their insights inform action taken by the setting
 - liaising with professionals or agencies beyond the setting.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We develop and maintain a core team of staff who are experienced in the care of children with additional needs. Staff are provided with specific training to help them make any special educational provision needed. We provide in-house training for practitioner and volunteers.
- In line with requirements of the Special Educational Needs and Disability Code of Practice, we take a graduated approach to working with children with emerging concerns and their families. This approach includes:
 - The Key person, under guidance from the SENCO, carries out an assessment of the child's needs. This is current stage of progress in all areas, areas of difficulties and strengths, behaviour and any access or inclusion difficulties the child may have. This includes using the portage checklist and other materials to accurately identify the stage of where the child is in each area of development, this also includes whether we should seek more specialist help from health, social services or other agencies.
 - An agreement about what Pre-School can provide and any support needed and the expected impact on progress and a date for review
 - Pre-School implement the agreed adaptations and programmes, and assess the child's response.
 - A review of the effectiveness of the support and its impact on the child's progress by the key person, SENCO, the child's parent(s) and the views of the child, including any agreed changes to outcomes and support

- Revisiting this cycle of action with increasing detail and frequency including seeking further specialist help to secure good progress until the SENCO, key person, the child's parent(s) and any other professionals involved agree intervention is no longer needed or decide to request an education, health and care needs assessment (see below).

Temporary injuries/disabilities

We strive to accommodate children with temporary injuries/disabilities i.e. broken limbs. We liaise closely with parents to ensure we can keep children safe and meet their needs in the setting. Each injury will be assessed on an individual, case by case basis. A risk assessment must be carried out before the children can return to Pre-School.

Education, Health and Care (EHC) Needs Assessment and Plan

If the help given through Pre-School's graduated approach is not sufficient to enable the child to make satisfactory progress, we may request, in consultation with the parents and any external agencies already involved, an assessment of the child's needs by the local authority. This is called an Education, Health and Care (EHC) assessment. The assessment will decide whether a child needs an EHC assessment plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEN or a disability. The local authority will consult with parents and let them know the outcome of the assessment. In the Daventry District the EHC assessment is carried out by the Children's Development Centre.

- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing targets for children with special educational needs.
- When planning interventions and support, we agree the outcomes and the expected outcomes and the expected impact on progress and a date for review. We hold review meetings with parents at the agreed times and agree any changes or adjustments to support.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability. Ensuring that the children's views are sought and listened to.
- We have systems in place for working with other agencies through the Children and Families Framework at each stage.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- Staff who are qualified SENCO's regularly attend SENCO meetings and keep up to date with current legislation.

- We raise awareness of any specialism the setting has to offer, e.g. Early Years Sign trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Target reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually to make sure it is inclusive.

Early Help Assessment (EHA)

If we believe a child and their family would benefit from support from more than one agency, for example where a child may have difficulties linked to poor housing or difficult domestic circumstances, we may request or carry out an inter-agency assessment to get early help for the family. This early help assessment aims to ensure that early help services are co-ordinated and not delivered in a disjointed way.

EHA is a simple way to help identify needs of children and families and make a plan to meet those needs. It is designed to be a shared tool which can be used by all agencies in Northamptonshire who are delivering early help. It is a standardized approach so that all children and families have the same experience of exploring their needs, strengths and challenges.

If a child joins Pre-School with EHA already in place we will provide continuity of support.

Early Support

Where children have disabilities we may seek additional help and resources through the Early Support Programme which co-ordinates health, education and social care support for the parents and carers of disabled children from birth to adulthood. There is more information on the Council for Disabled Children website: www.councilfordisabledchildren.org.uk/earllysupport.

Further guidance

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)
- Children and Families Act (2014). Part 3
- The Equality Act (2010)
- Special Educational Needs and Disability Regulations 2014
- Working Together to Safeguard Children (2015)
- Statutory Framework for the Early Years Foundation Stage (Sept 2014)
- Disability Act (2001)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
- The Team Around the Family (TAF) and the Lead Professional: A Guide for Managers (CWDC 2009)

Definitions

- We use the definitions set out in the law to describe SEN and disabilities.
- A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

- A learning difficulty or disability means that a child of compulsory school age has a significantly greater difficulty in learning than the majority of other children of the same age; and/or has a disability which prevents or hinders them from making use of the sort of facilities generally provided for others of the same age.
- For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age. For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has SEN if he or she is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.
- A disability is defined in the Equality Act 2010 as ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN.
- Where a disabled child requires special educational provision they are also be covered by the SEN definition.

This policy was adopted at a meeting of

Crick Pre-School

Held on

19th May 2021

Last reviewed

18th May 2022

Date to be reviewed

May 2023

Signed on behalf of the management committee

M. Treharne

Name of signatory

Melissa Treharne

Role of signatory (e.g. chair/owner)

Chair

Other useful Early Years Alliance publications

- Guide to the Equality Act and Good Practice (2010)
- SEND Code of Practice for the Early Years (2014)