



## **Special Educational Needs and Disability (SEND) Policy**

The Children and Families Act 2014 requires local authorities to publish, in a single place, information on services and provision across education, transport, health and social care for children and young people aged 0-25 with special educational needs and disabilities (SEND). The purpose of this 'Local Offer' is to enable parents, carers and young people to see more clearly what services are available for children with SEND in their area and how to access them. The 'local offer' includes early years settings and all the information below forms our setting's current offer and shows how we have, for many years, provided for children with special educational needs and disabilities.

### **Our policy**

We support children with special educational needs and disabilities by providing an environment in which all children are supported to reach their full potential.

- We ensure our provision is inclusive for all children with special educational needs and disabilities.
- We support parents of children with special educational needs and disabilities.
- We identify the specific needs of children with special educational needs and disabilities and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We have a designated Special Educational Needs Coordinator (SENCO) who is our Manager Ann Uzzell.
- We comply with the Statutory Framework for the Early Years Foundation Stage and the Equality Act 2010.
- We have regard to the Special Educational Needs and Disability Code of Practice (2014).

### **Identifying children with Special Educational Needs and Disabilities**

- On induction to our Pre-School the SENCO and all parents share information about the strengths and needs of the child to create a positive partnership.
- Each child has a Keyperson who works closely with each child and the family, and may identify a possible individual need.
- On-going observational assessments are made of all children and are linked to the Early Years Outcomes and Development Matters ages and stages of development (as outlined in the Statutory Framework for the Early Years Foundation Stage).
- We undertake a 'progress check at age 2' which supplies parents/carers with a short written summary of their child's development.
- Reports from health care professionals may identify a child's individual needs and we will include these in the child's learning and development.

## **Supporting children with SEND**

- Families will be supported for as long as it takes for their child to settle. We want all children to feel happy and safe with us.
- Our SENCO will work with all our staff to ensure our SEND provision is relevant and appropriate.
- We use the 'graduated approach system' for identifying, assessing and responding to children with special educational needs. This means using a step-by-step response through the various levels of intervention which are: discussion of a concern; targeted support; specialist support; and Education, Health and Care Plan (EHC).
- Our SENCO will explain how children's individual needs can be met by planning support using a written Individual Education Plan (My Play Plan), My Support Plan, EHC or Health Care Plan.
- The Keyperson will oversee the IEP targets.
- IEP targets will be reviewed and new ones planned by the child's Keyperson, SENCO and parents.
- We access additional support from other professionals where necessary.
- Our SENCO will work with all other staff to ensure implementation of the IEP and subsequent continuity of care and education by everyone.
- We ensure that parents are informed of your child's progress at all stages of assessment, planning, provision, monitoring and review.
- Learning Journals are available to view at any time and may be borrowed to take home.
- All documentation is kept securely to ensure confidentiality.
- Both the Manager and our SENCO has completed specific SENCO training.
- Staff have attended training linked to specific needs and will attend further courses if required.

## **Working with other professionals**

We have regular contact with the following professionals:

- Area SENCO
- Early Years Advisory Teacher
- Health Visitors
- Speech and Language Therapist
- Local Children's Centre Staff (e.g. parent support advisers)

Advice from professionals in other areas may be sought as a need arises, such as:

- Physiotherapist
- Occupational Therapist
- Common Assessment Framework (CAF) co-ordinator.
- There are many other professionals who we can contact regarding a child's specific individual needs.

### **Moving on to school/or another setting**

- We hold transition review meetings to plan transition for a child into school/other setting. As well as parents and Pre-School staff, these could include foundation stage school teachers, school SENCO, receiving setting staff and relevant professionals.
- We share all documentation such as IEPs, My Support Plans, early year's assessments, and observations with the next school/setting.
- We invite receiving school/setting to visit our Pre-School to familiarise themselves with, and observe, the child and to share information in partnership with parents.

### **Further information**

- The SENCO and Manager are available to offer advice in the first instance.
- The Keyperson is always available for advice and support.
- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and others.

We operate an open door policy and our staff welcome families to visit our Pre-School. We will aim to work together to include any child with special educational needs and disabilities.

### **Further guidance**

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)
- Guide to the Equality Act and Good Practice (Pre-school Learning Alliance 2015)
- Ready, Steady, SENCO (Pre-school Learning Alliance 2018)