



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).
- 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 (IEP), My Support Plan, EHC or Health Care Plan.

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.
- Where a child appears to be behind expected levels, or their progress gives cause for concern we will consider all the information about the child's learning and development from within and beyond the setting.
- When specialist advice has been sought externally, this is used to help determine whether or not a child has a special educational need (SEN).
- If the decision is that the child does have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.

Planning intervention

- Everyone involved with the child will be given an opportunity to share their views. Parents are encouraged to share their thoughts on their child's difficulties and be involved in the decision as to what will happen next.
- A first intervention option may be to carry on with applying differentiated support and to review the child's progress at an agreed date. If the child's needs are more complex, then the decision maybe to go straight ahead and prepare a SEN support: Action plan with detailed evidence-based interventions being applied straight away and simultaneously external referrals made.
- An action plan ensures that children that are identified, or suspected of having a SEN will receive the right level of support and encouragement with their learning and development as early as possible.

Involving the child

- The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children's views may not be easy, a range of strategies will be needed.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- Children are involved at appropriate stages of the assessment and to their level of ability.
- Establishing effective communication is essential for the child's involvement.

SEN action plan

- A review date (at least termly) should be agreed with the parents so that the child's progress can be reviewed against expected outcomes and next steps agreed.
- A copy of the plan is stored in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
- If a child requires specific medical interventions during their time in the setting, a Health care plan form should also be completed and integrated into the general plans to ensure the child's medical needs are known and safely met.

- The action plan should provide an accessible summary of the child's needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.

Drawing up a SEN action plan

- If external agencies are already involved at this stage, then they will be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The SENCo/setting manager will take the lead in coordinating further actions including preparation of the action plan and setting short-term targets.
- Where there are significant emerging concerns (or an identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
- SEN support: Action plan, highlights areas in which a child is progressing well; areas in which some additional support might be needed and any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It describes the activities and strategies the provider intends to adopt to address any issues or concerns.
- Planned intervention should be based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
- The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child. Effective planning at this stage should help parents and children express their needs, wishes, and goals:
 - focus on the child as an individual and not their SEN label
 - be easy for children to understand and use clear ordinary language and images, rather than professional jargon
 - highlight the child strengths and capacities
 - enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
 - tailor support to the needs of the individual
 - organise assessments to minimise demands on families
 - bring together relevant professionals to discuss and agree together the overall approach
 - If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help/CAF assessment should be considered.

Statutory education, health and care (EHC) assessment and plan

- If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
- If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years setting.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary.
- The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.

- Cricklade Preschool will prepare by collating information about the child's SEND including:
 - documentation on the child's progress in the setting
 - interventions and support provided to date
 - evidence of external agency assessment, support and recommendations
 - parental views and wishes (and where appropriate those of the child)
- The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.
- The local authority must inform the child's parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.
- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.
- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents in the preparation of the plan ensuring that their views and their child's preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents have the right to request a particular provision for their child to be named within their EHC plan.
- The local authority must fund our provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

Record keeping

If a child has or is suspected of having a SEN, a dated record will be kept of:

- the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions). SEN support: Initial record of concern form can also be used for this purpose drawing information from other sources
- the initial discussion with parents raising the possibility of the child's SEN
- the views of the parents and other relevant persons including, wherever possible, the child's views;
 - the procedures followed with regard to the Code of Practice to meet the child's SEND e.g. SEN action plan, referrals to external agencies and for statutory assessment
 - evidence of the child's progress and any identified barriers to learning

- advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals

Records may include;

- observation and monitoring sheets
- expressions of concern
- risk assessments
- access audits
- health care plans (including guidelines for administering medication)
- SEN action plans
- meetings with parents and other agencies
- additional information from and to outside agencies
- agreements with parents
- guidelines for the use of children's individual equipment; Early help CAF referrals
- referral to the local authority identifying a child's special educational needs and request for statutory Education, Health, Care (EHC) needs assessment; and a copy of an EHC plan

All documentation is kept securely to ensure confidentiality.

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.
- The Keyperson will oversee the IEP targets.
- IEP targets will be reviewed and new ones planned by the child's Keyperson, SENCO and parents.
- 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.
- 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.

Seeking additional funding/enhanced/top up

If the child's needs cannot be met from within our setting's core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority's inclusion fund. If a new or existing child is disabled, then we will check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund.

External intervention and support

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

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)
- SEND Code of Practice: 0 to 25 years (DfE and DoH 2015)
- Guide to the Equality Act and Good Practice (Pre-school Learning Alliance 2015)
- Ready, Steady, SENCO ([Alliance Publication](#))