



PRE-SCHOOL

Meadow Drive, Horringer, Suffolk, IP29 5SB

Tel: 01284 735181 E: manager@horringerpreschool.co.uk

Charity: 1164658

Special Educational Needs and Disability (SEND) Policy

Designated Special Educational Needs Co-ordinator (SENCO): **Michelle Cook**

Deputy SENCO: **Mel Hyde-Carr.**

The aims and objectives of our SEND policy are:

- The emphasis of our SEND policy is on the early identification of any difficulties a child may have, and on offering an appropriate learning environment in which we provide a range of differentiated activities to meet individual needs.
- We ensure the provision for children with special educational needs/disabilities is the responsibility of all members of the setting.
- We aim to develop a partnership with parents and will always consult with parents if we feel a child is having difficulties.
- A child's progress will be observed, monitored and recorded as appropriate. If a child is not making adequate progress, staff will liaise closely with the SENCO on setting appropriate targets.
- We will liaise with other professionals to ensure we are offering effective provision for children with special educational needs.

The SENCO'S role is to:

- To oversee the day-to-day operation of the SEND policy – monitoring and co-ordinating its development/implementation and working closely with all staff to ensure that the policy is working effectively.
- To liaise with the child's parents and other professionals who may be involved; ensuring parents are closely involved throughout and that their insights inform action taken by the setting. Keep up to date with all known information regarding the child.



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- To advise and support other practitioners in the setting, ensure they are familiar with our SEND policy, and provide relevant training as required.
- To ensure that appropriate record keeping, observation and assessment procedures are in place and up to date.
- To ensure appropriate differentiation is in place, IEP's are being implemented and that the children's progress and records are reviewed on a regular basis.

Admissions

- We welcome all children and aim to respond appropriately to each child's individual needs.
- We ask parents to give as much notice as possible if a child has special educational needs/disability. This will enable us to explore with parents and with any outside professionals, how we can provide most effectively for that child. For example providing specialist equipment; higher staff ratios; additional training.
- Medical needs would be discussed with parents, before the child is admitted to the setting, to enable us to put a care plan in place if necessary.
- Admission of children is decided by date of birth, with children who are or soon will be eligible for funding given priority.

Specialist facilities and staffing:

- The setting will have due regard for the Disability Discrimination Act and will look into seeking funding to make reasonable adjustments as appropriate.
- We have easy access to the building
- Accessible toilet and changing area.
- The building is all on one level with free flow access into the garden area.
- We have use of the adjacent school which is easily accessible.



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Resources we provide for children with SEN:

- We have up to two senior members of staff and up to two other staff supporting the Squirrels group. Staff are deployed to work with individual children as appropriate.
- We operate a key person system. Each child is allocated a key person upon joining the setting. The key person will be there to reassure the child during the settling period and is responsible for the child's record keeping and progress. They will liaise with parents and SENCo, ensuring the child's needs are fully met.
- We provide a range of differentiated or adapted resources to promote the 'Early Learning Goals (e.g. photographs, pictures, pop-up books, tactile books, story rhyme tapes, topic books, magazines, etc).

Planning

We provide a rich and stimulating learning environment implementing the Early Years Foundation Stage.

- The main part of our planning is done on a weekly basis allowing staff to plan for children's individual needs and interests which are relevant to them at that time.
- We monitor and evaluate our curriculum with half termly meetings and ongoing communication with staff verbally.
- Activities are adapted according to each child's individual needs. Extending or modifying as appropriate.
- Through constant observations, record keeping and good implementation of the key person system we ensure children's preferences are taken into account when planning for their learning. We note down children's interests, comments and requests and include these when planning the daily provision.



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Our learning environment provides the following opportunities for all children to be included in the setting as a whole:

- We adapt the setting to incorporate children's needs for example, by moving tables and adapting equipment.
- We differentiate play equipment/learning activities, graded resources, sensory equipment in accordance with children's individual needs both inside and outside.
- We use different kinds of communication systems, for example visual time tables, choice boards etc.

We monitor and evaluate our SEN policy as follows:

- The SEN policy is reviewed annually and adopted at the AGM every October or November.
- The policy monitored and evaluated continuously by all staff to ensure it is effective.
- All staff will be responsible for monitoring and evaluating our policy
- How efficient record keeping has been in following a child's progress.

Complaints Procedure

Please see complaints policy for a clear four step procedure to follow in the event of an unsatisfactory service regarding your child and our provision for their individual needs.

SEND Training

The SENCO will attend county training courses for her professional development and will address training issues in relation to SEN for members of staff as appropriate. We offer a range of articles on special educational needs which are available for staff to borrow at any time.



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Partnership with Parents:

- The SENCO or Key person will talk to parents confidentially and share any observations when we have concerns.
- We have an open door policy where parents are welcome to come along and join any session.
- Staff would encourage parents to share their concerns by being approachable and available to set up meetings outside of pre-school times to ensure confidentiality.
- We will always gain written parental agreement before our first contact with a professional outside of our setting with regard to a specific child.
- We have parent's evenings giving the opportunity to discuss your child's progress and we include a Views of Parents form in each child's Learning Journey.
- We inform parents of Special Educational Needs and Disability information, advice and support service (SENDIASS) by displaying leaflets on our notice board.

Links with other early years settings:

- We will form links with specialist settings for example, Child Development Centres, if and when necessary.
- When a child moves on to full time education we set up a transition meeting to set up an IEP the parents will be invited to attend this meeting.
- If a child moves onto another pre-school setting we will ensure parents have all relevant paperwork to pass onto the setting and will contact the setting, with parental permission to ensure smooth transition.
- If a child attends more than one setting we would seek permission from parents to contact the setting to share strategies and offer continuity of care.

Links with other support services and other agencies:

We will always gain parental permission before contacting a professional, agency or support service to give advice and support to your setting, or in relation to an individual child.



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Our ethos around SEND

We have high regard to the SEND Code of Practice relating to Part 3 of the Children and Families Act 2014 and associated regulations) also the Equality Act (2010)

We have arrangements in place that include a clear approach to assessing SEN. This is part of our overall approach to monitoring the progress and development of all children. In assessing progress of children in the early years, we use the non- statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding of the world
- expressive arts and design

The EYFS framework includes two specific points for providing written assessments for parents and other professionals –when the child is aged two and when the child turns five.



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Assessment

When a child is aged between two and three, we review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check must identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) we develop a targeted plan to support the child this is done by our SENCO. The summary highlights areas where:

- good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

It describes the activities and strategies we intend to adopt to address any issues or concerns. (If a child moves settings between the ages of two and three it is expected that the progress check will be undertaken in the setting where the child has spent most time).

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an



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additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Special educational provision will be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These areas give an overview of the range of needs that providers should plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas. The special educational provision made for a child will always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Support will be family centred and should consider the individual family's needs and the best ways to support them.

Timing & Parental Involvement

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Where we identify a child as having SEN we work in partnership with parents to establish the support the child needs. Where we make special educational provision for a child with SEN we will always involve and inform the parents. We adopt a graduated approach with four stages of action. The Graduated Approach will be led



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by and co-ordinated by the SENCO who will support other practitioners to implement the approach.

Assess

In identifying a child as needing SEN support we assess the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond our setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENCO will agree, in consultation with the parent:

- 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 will also be identified and addressed. Parents are asked to be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

The child's key person remains responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO will assess the child's response to



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the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the SENCO working with the child's parents and taking into account the child's views. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will be given clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents are asked to be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

The graduated approach is led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.

Education and Health Care Plan

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists will be taken with the child's parents. More complex support may lead to an Education and Health Care Plan.



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