

Special Educational Needs and Disabilities

Special Educational Needs and Disabilities (SEND) – Children and Families Act 2014.

The Children and Families Act 2014 have placed a requirement on local authorities to publish information on services and provision across education, health, social care and transport for children and young people (aged 0-25 years) with special educational needs and disabilities. This is called the Local Offer. The purpose of which is to enable parents, carers and young people to find services that are available for children with SEND in their area, and how to access them. The process extends to early years settings and all the information below forms our settings offer and demonstrates how we provide for children with special educational needs and disabilities.

The SEND code of practice describes the principles that should be observed by all professionals working with children and young people who have SEN or Disabilities.

These include:

- Considering the views of children, young people and their families
- Enabling children, young people and their parents to participate in decision-making
- Collaborating with partners in education, health and social care to provide support

Aims

At St Richard's CE Preschool, we believe in treating children as individual and providing for their specific needs, we do this by providing them with regular reviews, assessments and observations.

- All children have equality to access to all educational opportunities within a broad and balanced curriculum as laid out in the early year's foundation stage.
- Children should be encouraged to achieve their full potential in a structured, caring and stimulating environment, which provides opportunities for both spontaneous and guided play.

- To provide a flexible environment and curriculum to cater for children as individuals we should ensure that they develop at their own pace and have the opportunity to be included and become part of a group.
- To establish and maintain procedures so that all members of staff know how to respond and where to find support if they have concerns or need advice regarding a particular child.
- At St Richard's CE Preschool, we have regard for the DfE and DoH The Special Educational Needs Code of Practise 0-25 years (2015)
- We comply with the Statutory Framework for Early Years Foundation Stage
- To comply with the Equality Act (2010)
- We ensure that our inclusive admissions practise ensures equality of access and opportunity
- We are committed to working closely with parents/ carers who are fully involved in all decisions that affect their child's education
- We support parents/ carers and children with special educational needs
- We work in partnership with parents/ carers and other agencies in meeting individual children's needs
- All children have a right of full access to Early Years education through The Early Years Foundation Stage.
- All children have a right to expect to learn in a caring and considerate environment where staff and the children are all valued for their contributions
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.

Preschool SENCO

The Preschool SENCO's are Jade Clarke and Kristy Bartlett; they are responsible for implementing and monitoring the following criteria.

They have completed specific SENCO training and also attend relevant forums and training to keep up-to-date on issues relating to inclusion and SEND.

The Preschool SENCO (special educational needs coordinator) has responsibility for:

- Ensuring liaison with parents and other professionals in respect of children with special educational needs.
- Advising and supporting other staff members in the setting.
- Ensuring that appropriate records are kept.
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.
- Working closely with our manager and other colleagues and has responsibility for the day-to-day operation of our SEND Policy.
- Co-ordinates provision for children with special educational needs within our setting.
- Offers support for parents/carers.
- Supports staff development.
- Assists staff in making observations and assessments.
- Assists staff in planning for children with special educational needs.
- Contacts our Early Years SEN Advisory Teacher at an early stage for informal advice and support.
- It is important we ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

Inclusion

At St Richards CE Preschool we ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

Admissions

Parents who contact the Preschool are invited to book a visit the Preschool to be shown around and for any questions to be answered.

The following factors are considered to determine which Preschool places can be offered.

- Availability of places ensuring the Preschool does not exceed 30 children at any time.

- A completed registration form.
- When the registration form is received, spaces are allocated on a first come first served basis.

As each child is special and individual the Preschool is flexible with settling in periods in accordance to that child's individual needs.

St Richard's CE Preschool are committed to equal opportunities towards all children, staff and visitors, it is our intention that the children should be able to enjoy the full range of activities, play equipment and materials without discrimination against physical, educational or sensory disability, race, religion or ethnic origin.

- We ensure that our inclusive admissions practice embraces equality of access and opportunity.
- Our admissions form contains detailed sections/ questions specifically on special educational needs and disabilities so that additional need/ support is identified as early as possible.
- St Richard's CE Preschool encourage parent/ carers of children with particular needs to approach our SENCO for more information and discuss how their child's needs can be met
- For a child with complex needs (physical and/or medical) a risk assessment/ care plan, additional training for staff and/or specialist equipment may be required before a start date at the setting can be agreed

Access for Disabled Adults and Children:

- The Preschool is on one level.
- The specific arrangements and available facilities at the setting enable access for disabled children and adults in the local community.
- Access to premise facilities.
- Reasonable adjustments/adaptions will be made, where appropriate, in accordance with the requirements of the Disability Discrimination Act (2010).

Parents in partnership

Parents have the best knowledge and experience of the needs of their child, we actively seek to work with parents and value the contribution they make. St Richard's CE Preschool's staff work closely and in partnership with parents, ensuring staff discuss with parents their individual child's progress on a daily basis. We stress to staff that it is their friendly contact and communication with parents, which is essential to the happy atmosphere of the Preschool.

Parents must feel they are able to visit the Preschool throughout the day. The staff will make them feel welcome at all times. We will endeavour to ensure that we can accommodate any particular wishes parents may have for their child. All records kept on the children are always available for parents to see.

The parents are able to discuss on a daily basis their child's progress. Other means of parental access to information is available through stay and play sessions, family app, parents' evenings, and various reports available for parents.

The manager is always available to discuss matters relating to any individual child or indeed issues relating to Preschool both on a formal and informal basis.

Parents can request a meeting with either their key person or a more senior member of staff at any time that is convenient to both parties. The discussion that takes place will be treated completely confidentially and all parties will agree any further action if appropriate, if an interpreter is required the Preschool will try to provide one through Hounslow's Language services.

- St Richard's CE Preschool will work closely with parents/carers of children with special educational needs to create and maintain a positive partnership.
- St Richard's CE Preschool will ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their children's education.
- St Richard's CE Preschool will work in partnership with parents/carers and other agencies in meeting individual children's needs.
- St Richard's CE Preschool will consult with parents/carers at every level or intervention.
- St Richard's CE Preschool will discuss with parents/carers how they can support their child's progress at home.

- St Richard's CE Preschool will explain procedures to parents/carers with information on sources of independent advice and support e.g. Independent Parental Special Education Advice www.ipsea.org.uk / Contact a Family SEN Advice Service (SENDIASS) on 0808 808 3555

St Richard's CE Preschool believe that working in partnership with parents is paramount for the happiness and wellbeing of the child.

Confidentiality:

- St Richard's CE Preschool will respect parent's/carer's rights to confidentiality when supporting children with special educational needs.
- St Richard's CE Preschool will always discuss any possible referrals to other services with parents/carers to seek their agreement before we make such referrals.
- All meetings with parents/carers other than the normal parent staff contact will take place in private.
- All our staff will need to be aware of any Targeted Plan targets agreed for a child as they are all likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the setting SENCO, Manager or parent/carer.

Facilities, staffing and training

At St Richard's CE Preschool, we have a staff / child ratio of 1:5 for our 2-3 year olds and 1:8 for 3-5 year olds.

Funding for additional adult support can be accessed from The Local authority's bursary scheme.

At St Richard's CE Preschool, we believe in personal development and training and follows a training program, which is based around the needs of the children, staff and Preschool. This training includes training from both internal and external agencies.

- At St Richard's CE Preschool, we provide in-service training for parents, staff members and volunteers.
- At St Richard's CE Preschool, we raise awareness of any specialism the setting has to offer (list any examples that staff have training and/or experience of using e.g. Makaton, PECS, Intensive Interaction etc).

The Preschool facilities are easily accessible by all, arrangements to increase access for a child's needs will be addressed and any adaptations required will be catered for to the best of the Preschool's ability.

Curriculum, Resources and the Learning Environment

At Preschool all children have equality to access to all educational opportunities within a broad and balanced curriculum as laid out in the early year's foundation stage. All children should be encouraged to achieve their full potential in a structured, caring and stimulating environment, which provides opportunities for both spontaneous and guided play. Through close monitoring and assessing, activities are adapted and changed to cater for children's particular individual needs.

The Preschool has access to resources such as videos, books and adapted equipment, through loan services such as toy library.

The Preschool team receives support from specialists such as speech therapy and sensory impairment Teachers and can arrange visits where appropriate.

The Preschool provides a stimulating, warm, safe and caring environment where children have a variety of experiences in which to learn and play and develop confidence and independence.

- At St Richard's CE Preschool, we provide resources (human and financial) to implement our Special Educational Needs Policy.
- Activities are planned and resources adapted and varied to meet a range of needs.

Identification and assessment

When a child starts at Preschool the child's key person will complete an all about me sheet with the parents, so as to assess the child's language, understanding and confidence. This is a continuous process and is observed through everyday play and regular discussions with parents.. Regular updates, communication and assessments are essential to ensure identification at an early stage and the importance of this is imperative.

If a child continues to cause concern the child will be monitored using SEN Support, and an Targeted plan will be put in place. On some occasions outside agencies involvement may be required such as Speech Therapists. We can seek advice and support from our Early Years SEN Advisory teacher through the SEND Support Register Update Meetings.

In some cases, availability of SEN inclusion funding may be made available. SEN Inclusion funding is a means of enabling settings to provide early intervention and promote inclusion by offering additional funding to provide additional adult support, additional resources and/or specific training for children identified with SEN and / or disabilities. Applications are discussed with parent / carers and made via the provider portal and Early Years SEN Team.

- At St Richard's CE Preschool, we ensure that children with special educational needs are appropriately involved at all stages of the graduated approach, considering their levels of ability.
- At St Richard's CE Preschool, we have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
- At St Richard's CE Preschool, we use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
- At St Richard's CE Preschool, we ensure that all staff are aware of the SEN Policy and the procedures for identifying, assessing and making provision for children with special educational needs.
- At St Richard's CE Preschool, we undertake a progress check at the age of 2 which supplies parents/carers with a short summary of the child's development.

The Graduated Approach as outlined in The SEND Code of Practise 0 – 25 years (2015):

Assess

- At St Richard's CE Preschool, we use initial observations and assessments from staff, information received from external resources and/or parental concern to support early identification.
- At St Richard's CE Preschool, we use on-going observational assessments linked to Birth to Five to support early identification of needs.

Plan

- At St Richard's CE Preschool, we use Targeted Plans to agree targets, outcomes, interventions and support for a child identified with special educational needs.
- The SENCO will liaise with the child's parents/carers, together with the child and external agencies, if appropriate, in planning new Targeted Plans.
- At St Richard's CE Preschool, we encourage parents/carers to attend ISP Targeted Plan meetings.

Do

- Key person/ Inclusion Support Worker will be responsible for working with the child on a daily basis.
- Our SENCO will support and oversee implementation of the Targeted Plans.

Review

- The SENCO will organise review meetings with parents/carers, Key Person and/or Inclusion Support and external professionals to monitor progress.

Request for Statutory Assessment

- If a child is not making expected progress, we will discuss making a request for an EHC Needs Assessment in consultation with the parents/carers and outside professionals.
- The Local Authority (LA) considers the need for an EHC Needs Assessment via the SEN Team Panel, and if appropriate a assessment will be made.
- Where the local authority decides to carry out an EHC needs assessment it will seek information from us about the child's needs.

Education, Health & Care Plan (EHC Plan):

- EHC Plans will be reviewed at least every three to six months to ensure that provision continues to be appropriate.

Links with support services and other agencies

The Preschool has a commitment to providing high quality childcare and works in partnership with other agencies, providing information and resources. The Partnership between Parents, Professional bodies, EYDCP, other agencies are crucial for the development of the child, Preschool and community.

Parent's permission is always sought before any information regarding their child is shared. At a parent request we can provide as much information and refer onto supporting agencies as requested.

Early Help Assessment (EHA) is designed for use in situations where a child and/or their family has additional needs that requires the support of more than one staff member or more than one agency.

Early Help Hounslow (EHH) is now the initial point of contact for all enquiries from professionals and members of the public requesting information, advice and guidance or access to services within the Early Intervention Service.

Agencies presently used are:

- Early Years SEN Advisory Teacher & Early Years Specialist Staff members
- Health Visitors

- Speech and Language Therapy Service
- Physiotherapy Service
- Occupational Therapy Service
- Local Children's Centre Staff
- At St Richard's CE Preschool, we have a knowledge of local services e.g. Family Information Service
- At St Richard's CE Preschool, we work in partnership with parents and other agencies in meeting individual children's needs.
- At St Richard's CE Preschool, we liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- At St Richard's CE Preschool, 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.

London Borough of Hounslow Arrangements:

Referrals

- At St Richard's CE Preschool, we seek advice and support from our Early Years SEN Advisory Teacher.
- Tushaan Lewis is the attached Early Years SEN Advisory Teacher.

SEN Inclusion Funding to support inclusion:

- The SEN Inclusion Funding is a means of enabling settings to provide early intervention and promote inclusion by offering funding to provide additional adult support for children identified with special educational needs and disabilities, additional resources and specific training linked to the child's needs.
- Application for the funding is via the provider portal and the Early Years SEN Team.

Early Help:

- At St Richard's CE Preschool, we have systems in place for working with other agencies through Early Help.

- It is designed for use in situations where a child and/or their family has additional needs that requires the support of more than one staff member or more than one agency.

Transition Procedures:

- Supporting the transition of a child with additional needs from the current placement to a new placement is an important part of the work of the setting SENCO.
- Successful transition for a child with additional needs means that they can be appropriately supported immediately upon starting at their new setting/school and will enable them to continue learning as effectively as possible.

Supporting transitions:

- At St Richard's CE Preschool, we hold a transition meeting at the setting in the term before transition takes place.
- Agreement is discussed and obtained with parents/carers.
- The Transition paperwork will include the SEND individual progress tracker, information from the SENCO Prompt Sheet and parental consent form and any relevant paperwork is sent to the next placement.
- At St Richard's CE Preschool, we share all documentation such as Targeted Plans, observations etc.
- At St Richard's CE Preschool, we liaise with the child's next placement and invite them to visit our setting to familiarise themselves with, and observe, the child and to share information in partnership with parents.

Complaints Procedure

- At St Richard's CE Preschool, we provide a detailed complaints procedure, please see separate procedure.

The Local Offer

Local authorities have a duty to publish a Local Offer, setting out in one place information about provision they expect to be available in their area across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Local authorities and their partner bodies and agencies, including early years settings, must co-operate with each other in the development and review of the Local Offer. This is essential so that the Local Offer provides a comprehensive, transparent and accessible picture of the range of services available.

The Local Offer must include, amongst other information, the following:

- Special educational, health and social care provision for children and young people with SEN or disabilities
- Other educational provision, for example sports or arts provision
- Arrangements for resolving disagreements and for mediation, and details about making complaints
- Arrangements for travel to and from early years providers
- Support to help children and young people move between phases of education (for example from early years to school, from primary to secondary)
- Childcare, including suitable provision for disabled children and those with SEN

Early years providers will need to co-operate with the local authority to help it fulfil its duty to publish in the Local Offer an authority-wide description of the special educational provision it expects to be available in early year's settings. Some children

need support for SEN and disabilities at home or in informal settings before, or as well as, the support they receive from an early year's provider. Provision for children who need such support should form part of the local joint commissioning arrangements and be included in the Local Offer.

Monitoring the policy

This policy will be reviewed annually by Kristy Bartlett and in response to changes in legislation or changes in the setting.

- Jade Clarke will be responsible for monitoring and evaluating the SENCO file, procedures and the effectiveness of the policy.
- At St Richard's CE Preschool, we monitor and review our policy annually.
- At St Richard's CE Preschool, we monitor and review our policy, practice and provision and, if necessary, make adjustments.
- At St Richard's CE Preschool, we ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually

Further guidance:

- Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 years (DfE & DoH 2015)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Equality Act (2010)
- Early Years Foundation Stage Statutory Framework
- Working Together to Safeguard Children (DfE 2018)

Other useful Pre-school Learning Alliance publications:

- SEND Code of Practice for the Early Years (2015)
- Ready, Steady, SENCO (2018)