

**Special Educational Needs and Disability policy**

Our Special Educational Needs Coordinator (SENCo) is Rakia Khatoon (Downside preschool) , Salma Hussain & Shazia Nawaz (Chaulend Nursery).

We promote inclusion of children with special educational needs and support them in reaching their full potential, encouraging each child to value and respect diversity and difference.

**We adhere to the following legal frameworks:**

Equality Act 2010

Disability Discrimination Act (DDA) 1995, 2005

Children Act 1989, 2004

Special Educational Needs & Disability Act 2001

Children and Families Act 2014

We work with families and children to ensure the requirements of the Special Educational Code of Practice (2001) are met.

The aims of this policy are:

* To promote the right of a child with Special Educational needs to have their needs recognised and met from the time of admission to pre-school to transition into school.
* To explain the role of the Special Educational Needs Co-Ordinator (SENCo)
* To explain how we provide an environment that is accessible to children and parent/carers with disabilities, as far as is possible, in our premises.
* To promote the settings commitment to providing challenging, fun and differentiated activities in the Revised Early Years Foundation Stage (2017) and by involving parents/carers and children in decision making and review.
* To explain how key persons and the SENCo identify the needs of a child and provide interventions that is additional to, or different from, the setting’s usual provision, and to explain the purpose of the graduated response system.
* To promote good practice by ensuring confidentiality and privacy for parents/carers and children, and respecting the need to seek parental permission when seeking the views of other professionals about their child.
* To explain to parents/carers how to voice concerns they may have about our SEN provision.
* To promote the importance of working together with health professionals and outside agencies to support the child.

**The Role of the Special Educational Needs Co-Ordinator (SENCo**)

Our SENCo is has received accreditation for completing her SEN training, her role is to:-

* Encourage all members of staff to take responsibility for the provision for children with Special Educational Needs and to be familiar with the SEND Code of Practice: 0-25years (2014) and this SEN Policy.
* Encourage parents/carers, particularly those with children who have SEN, to read and discuss this policy.
* Downside & Chaulend review and monitor this SEN policy with the members of staff and the members of the committee, taking into account the views of parents/carers and other outside agencies and professionals. The SEN Policy review will take place annually (see ‘review date’).
* Support members of staff who have concerns about a child’s development.
* Support members of staff in their understanding of Differentiation and the graduated response and in the writing and reviewing of SEN Action Plans
* Support members of staff in implementing strategies when working with children.
* Monitor and review practice and provision and if necessary make reasonable adjustments; promoting and valuing diversity and difference.
* Ensure that the child’s interests are taken into account when planning using methods such as showing them photo books, symbol cards (PECS) and recognising their facial expressions, gestures and body language.
* Ensure issues relating to bullying are responded to immediately (Behaviour Management Policy)
* Work together with other health professionals and outside agencies, i.e. speech and language therapists, physiotherapists and other professionals.
* Identify training that will benefit members of staff working with children with SEN.
* Support members of staff as they work in partnership with parents/carers of children with SEN and co-ordinate review meetings each half-term

**Admissions Arrangements (see also Admissions Policy)**

When a child with a Special Educational Need is registered the usual admission arrangements will be made. Parents/carers have the opportunity to discuss with the SENCo and key person whether any additional resources or changes to the room layout will be needed or specific training for staff is required. If an enhanced adult to child ratio is required a key person or extra member of staff will be appointed according to the setting’s Employment Policy. The Settling In/Transition Policy and Procedure will be followed and flexible arrangements will be made in response to the needs of the child. If a portage person has been working with the child they will be involved in this process.

**Accessibility**

Downside Preschool & Chaulend Nursery has regard to the Disability Discrimination Act 1995 III. This states that reasonable steps or reasonable adjustments will be made in order to ensure the service provided is accessible to children, young people and adults with disabilities.

The Pre-School is located adjacent to Downside Primary School and is based in purpose-built premises which has access, via a slope, to the front entrance and has a toilet which is accessible using a wheelchair. Activities can be accessed both on the floor and tables. Furniture is mobile and can be placed to allow access between activities

**The Environment**

* Members of staff plan to ensure that each child has a sense of belonging and identity by using photographs and name labels around the setting.
* To encourage interaction with children who have communication difficulties members of staff have received training in using Makaton signing and symbols; these can be used to communicate names, feelings, objects and actions.
* Some members of staff have been trained to use the persona doll to promote positive behaviour and discuss feelings.
* Varieties of sand timers are used when supporting children in sharing and turn taking.
* Specialist scissors i.e. easy to grip and both right and left handed are provided to encourage skill development.
* There are a number of story/picture books which include disability
* Positive images of people with disabilities are placed at child height.
* Staff and parents/carers can access general books such as ‘Play Helps’, ‘Supporting Special Needs’, Identifying Additional Learning Needs and Managing Children’s Behaviour.
* If a child needed specialist equipment a referral will be made to the locality team or an approach made to the local children’s centre to see if they could loan it.
* Grants are sought and funds raised to buy specialist or extra equipment.
* The key person observes the child’s interests, learning preferences and stage of development using ‘Development Matters’; the child is then asked their opinion through language, signing or symbol cards. Having assessed this information differentiated activities are planned. Plans are evaluated by members of staff on a daily and weekly basis.
* If the child has an SEN Action Plan the key person will provide additional and different activities using the strategies on the IEP.

**Staff Provision**

* An assessment of the child’s needs will be made based on observation and advice from parents/carers and other professionals and, where appropriate, an enhanced adult to child ratio will be provided.
* The Special Educational Needs Coordinator will complete appropriate training.
* The SENCo will support staff in gaining information and accessing training for specific areas of need, whether it is provided by the locality team, Pre-School Learning Alliance or another recognised outside agency.
* Information obtained from training is shared at staff meetings and made available to all members of staff.
* Members of staff attend Support/Network/Liaison meetings, enabling them to share experiences and develop their knowledge.

# Identification and Assessment of children with SEND

When a child is observed to have additional or different needs, their key person will make dated observations of the area of difficulty and discuss this with the SENCo who will suggest some strategies. The key person will share observations with the child’s parents/carers and find out whether they have similar concerns. If it appears the need may be a hearing-related or a similar medical problem, the SENCo will suggest a visit to the health care service. All members of staff will be involved in the process of supporting the child and will be kept informed and asked to contribute observations made. When necessary the SENCo will seek advice from the locality team.

The graduated approach model of intervention, as set out in the SEND Code of Practice (2014), is used to support children with SEN; early intervention enables appropriate support to be given and sometimes avoids long term difficulties developing. We will support families through each stage of the Common Assessment Framework where appropriate.

**Differentiation**

We inform parents/carers at all stages of the assessment, planning, provision and review of their child’s education. Observation and monitoring of children means that early signs of developmental delay or difficulty are noted early. If during this process we identify a child as having difficulties in any area of development, their key person will make focused observations, plan and implement some simple strategies such as breaking activities into easier, more achievable steps or using other resources to support the child. Differentiated approaches could be enough to build the child's confidence and help develop areas they are having difficulties with.

## Graduated Approach

If differentiation has been implemented but has not enabled the child to make progress and they continue to have significant difficulties in learning and developing, further special educational provision will be made through a graduated approach. The graduated approach is a continuous cycle of assessing, planning, doing, and reviewing. Once a specific need has been identified the key person, parents/carers and SENCo (with advice from the locality team where necessary) will work together to provide interventions that are additional and different to those provided in the setting.

**SEN Action Plans**

An SEN Action Plan is a way of planning specifically for a child’s additional needs. Targets are based on the children and parent’s views, and observation and assessment both within the setting and from other professionals. Strategies are planned to reach the targets and are monitored and reviewed approximately every six to eight weeks (more frequently if necessary). The child’s parents/carers and their key person/Pre-School Leader will sign and review the SEN Action Plan. Meetings between parents/carers, key persons and other professionals will take place where privacy and confidentiality can be maintained. Where a child has already had a Special Educational Need identified the key person and SENCo will work together with outside agencies to develop an SEN Action Plan and to ensure continuity of care.

## Education, Health Care Needs Assessments (EHC)

Where a child needs additional support to make progress in their learning and development, the parents and the setting can make a request to the local authority for an EHC. The setting will share all information gathered about the child with the local authority and continue to support the parents/carers by sharing information and attending meetings with them.

An EHC is a detailed assessment that looks at a child's special educational need(s) (SEN) and the support that child might need to help them develop and learn. The Children and Families Act 2014 explains that Local authorities are responsible for carrying out EHC needs assessments. The assessment should collate information about what a child can and cannot do and the special help and support they need. The information should come from the child's parents, the child themselves, Pre-School, and other professionals and agencies that support or work with the child. There is further information about EHCs in pre-school. The SEND Code of Practice 2014 sections 9.3 and 9.14 to 9.16 also explains more about the criteria the local authorities should follow.

**The Local Offer**

We as a setting are supported by the Local Authority to ensure all children, regardless of their specific needs, are able to make the best progress in Pre-School. Downside Pre-School's Local Offer explains in detail how we support children with Special Educational Needs or Disabilities (SEN). Please see appendix A. This can also be found on our websiteor in the policy folder in pre-school.

## Complaints about the settings SEN provision (see Complaints Policy & Procedure)

If a complaint is made about our SEN provision, the complainant will be invited to talk about their concern with the key person/Pre-School Leader and SENCo to sort it out as quickly as possible. If this does not resolve the matter the complainant will be invited to put their concerns in writing (they can be provided with a ‘complaints form’) to the Chairperson of the Management Committee so that the matter can be dealt with as per our Complaints Policy and Procedure. The Pre-School will inform Ofsted of any written complaint concerning Special Educational Needs.

The address and telephone number of Ofsted is: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD. Telephone: 0300 123 1231

## Working in Partnership with Parents/carers

* Parents/carers will be respected as those who have known the child longest and have the most knowledge about the child.
* From the time of a child’s admission a partnership is formed with the parent/carers and continued throughout the child’s time at Pre-School and through the progression into their next setting.
* Key persons send ‘The Learning Journey’ home each half-term and ask parents/carers to contribute their comments which will be used when planning. Where this is not practical we photocopy the up to date Learning Journey and provide parents/carers with a copy.
* If a child has difficulties in any area, parents/carers will be approached in a confidential manner by their key person (see Confidentiality Policy).
* The SENCo will organise times for parents/carers to meet with key person to discuss targets in SEN Action Plans;
* Parents/carers are asked to inform key persons of any outside agencies involved with the child and these reports are included in ‘The Learning Journey’.
* Parents/carers will be kept fully informed of their child’s time at Pre-School and their permission sought if outside professionals are contacted to observe and advise on intervention.

# Links with other early years settings

* Contact is made with other settings that the child attends to ensure a consistent approach and common understanding of the child’s needs.
* The Foundation Stage teacher from Downside Primary school visits the children in Pre-School.
* Each child’s Learning Journey is passed on to the Primary School that they will be attending. This is a condition of the child receiving Early Years Grant and permission is sought from parents, upon registration, to do this. The Learning Journey will be returned to the parents/carers upon completion of the Foundation Stage.
* A ‘Transition Passport’ is created for each child leaving the setting to pass on to their next setting as a quick reference for the child’s development, interests and preferences.
* Key persons will attend meetings with the new setting to ensure a smooth transition.

## Links with other professionals and agencies

* The locality team, Bedfordshire Families information Service
* offer information and advice on concerns the SENCo is having with regard to supporting particular types of SEN.
* If a child is under the support of the graduated approach and the advice of other professionals is needed the setting may consult the locality team.
* Advice will not be sought on an individual child without parental permission unless the child is in need of protection (see Safeguarding Children Policy).
* Health visitors or other health professionals are welcome to visit the setting and are encouraged to provide the Pre-School with copies of assessments and targets so that these can be used in SEN Action Plans.
* Professionals working with individuals are invited to meetings with parents/carers and key persons when a child is moving setting (see Settling in/Transitions Policy).
* With parental permission, records and observations will be shared with other professionals involved with the child.

## Monitoring and evaluation of SEN Policy and Provision

* Any new legislation, requirements or changes in procedure will be added to our SEN Policy within a term.
* The Policy will be discussed by the committee and staff at an annual review (see ‘review date’).
* If any changes relating to other Policies have bearing on the SEN Policy these will be updated within a term.
* Staff will collate information about how effective the SEN Policy and Provision has been during the past year in helping to identify and assess children with difficulties to share at half-termly staff meetings.
* A general review will be made of progress made on IEP’s, discussions at staff and management meetings, parental and external agency views, inspections and complaints on an annual basis.
* Parents/carers who have a child with SEN will be asked to express their opinions with regard to their child’s provision and its effectiveness. This will be discussed at half-termly staff meetings.
* Staff will discuss whether they feel the procedures have helped them to enable the children to make progress by providing an appropriate and inclusive curriculum.

**Links to other policies:-**

Equality and Diversity Policy

Settling in/Transitions Policy

Safeguarding Children Policy

Working in Partnership with Parents Policy

Behaviour Management Policy

Health and Safety Policy

The Learning Environment

Complaints Procedures

Confidentiality Policy

Employment Policy

Admissions Policy

Documentation

Through this policy we promote the five Every Child Matters priority Outcomes

* Stay Safe
* Being Healthy
* Enjoy and Achieve
* Make a Positive Contribution
* Achieve Economic Wellbeing

Responsibility

* Downside Children’s Pre-School & Chaulend Nursery will ensure that all staff, parents/carers, volunteers and others involved in its work will follow and implement this policy.
* The managerial responsibility for this policy will lie with Downside Pre-School management committee and staff team.
* This Special Educational Needs Policy will be evaluated and reviewed by the management committee. Staffs contribute on an annual basis and parents/carers will also be invited to contribute.
* We will listen to children’s points of view and consider this when making and reviewing policies.

**This Special Needs Policy was adopted at a Board meeting of the Downside Children’s Pre-School:**

|  |  |
| --- | --- |
| **Date** |  **June 2017** |
| **To be reviewed again by:** |  **June 2018** |
| **Managers signature** |  |
| **Staff SENCo signature**  |  |