



Special Educational Needs Policy

Date: 19/04/2021

Review Date: 19/04/2022

Statement:

We recognise that children are unique and aim to support the individual needs of each child recognising their rights and ensuring that Inclusion and Equal Opportunities are put into practice.

All children have a right to learn in a caring and considerate environment where the staff and children are all valued for their contribution to preschool life. Pippins is committed to working closely with parents and carers to ensure they are fully involved in all decisions that affect their children's education. We also work alongside outside agencies and professionals to ensure the necessary support is provided.

Aim:

- To have regard for the Special Educational Need and Disability Code of Practice 2014, The Equality Act 2010 and the Disabled Children and Equality Act 2010 for the identification and assessment of special educational needs;
- To provide appropriate learning opportunities for all children, whatever their individual needs;
- To achieve maximum attendance and inclusivity of all children;

Definition of SEND:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her;
- A child of compulsory school age or a younger person has a learning difficulty if he or she has a greater difficulty in learning and developing to the same level as other children of the same age range or;
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age range;

At Pippins we can make provisions for every kind of special educational need without an Education, Health and Care Plan and access training and advice so that all needs can be met.

Staff provide differentiated learning opportunities for all the children within the preschool and provide materials and resources appropriate to the child's individual interests and abilities. This ensures that all the children have full access to the Early Years Foundation Stage (EYFS).

All children are welcomed and admitted into our preschool according to our admissions policy. We collect the relevant information from the child's parents/carers so that we are able to fully include that child within the preschool environment. Children with a special education need or disability are not treated any less favourably.

If a child is considered to have a special educational need or disability it may be necessary to make reasonable adjustments to our policies, practices and procedures in order to allow us to meet the needs of the child. It may be also necessary for the preschool to ensure necessary equipment, staffing needs and training needs are in place prior to admission.

A range of learning opportunities are provided both inside and outside, to enable all children to access all areas of learning contained within the Early Years Foundation Stage Curriculum. We will make reasonable adjustments to our policies, procedures and practices in order to allow equality and inclusion and avoid putting children with special needs or a disability at a substantial disadvantage. This may include providing auxiliary aids and services and making physical changes bearing in mind the limitations of the hire of our premises.

Procedure:

- We monitor and observe the children's development using the Development Matters Framework, this enables us to recognise if there are any delays in a child's development;
- It is the responsibility of the child's Key Person to recognise any delays and relay these to the designated SENCo **Nicola Setford** for further advice;
- Where there is a concern with a child's development or behaviour, staff record and assess the child using observations and discuss with parents to agree a course of action;
- We will refer to the best practice guidance for the early years to identify what can be done to support the child's access to the Early Years curriculum;
- Regular reviews are carried out and if it is considered that additional support is needed, the Key Person will meet with the SENCo to implement a **targeted plan**. The targeted plan will be shared with the child's parents and they will be provided with a copy;
- A targeted plan is a form used to identify and record any additional needs (over and above normal provision). The form lays out targets with measurable action points to support the child's achievement of these targets. These will be reviewed regularly with parents SENCo and Key Person to monitor progress and set further targets if required;
- A targeted plan monitoring sheet will be completed by the Key Person to monitor their progress;
- It may be appropriate for more specialised staff to support targeted plan review meetings including our designated Special Needs Coordinator **Nicola Setford**, Safeguarding officer (see safeguarding policy) or Behaviour Management Co-ordinator (see behaviour management policy).

- If at any point during the review process of the targeted plan it is felt that more complex support is required we will complete a request form for further advice from the Equality and Inclusion team;
- If there are still concerns regarding a child's development we may now need to request permission from parents to request support from the Speech and Language Team or Paediatrician or both. Forms will be completed and signed by parents and these will be posted to the correct department;
- Once we have implemented the targeted support and the advice from the Equality and Inclusion team we may need to seek additional support if the child's progress is still of concern. We will request signed permission from parents to contact the Local Inclusion Forum Team (LIFT);
- Parents will be given a 'Parents easy to read guide to LIFT' leaflet;
- The SENCo will complete a LIFT referral form which must be signed by the parent. Gather all of the child's development records, best practice guidance document, targeted plans and note of visit from the Equality and Inclusion team and send this on to the Local Inclusion Forum Team;
- The SENCo and Key Person (if staff to child ratios allow) will attend the LIFT meeting which is held once a term where they will discuss the child and listen to advice;
- The Specialist Teacher will decide if he/she needs to visit the child and their setting to support the child or if verbal advice and a later review meeting is satisfactory;
- The child may now need to move on to a personalised plan which will be completed with support from the Specialist Teacher;
- We ensure that children with special educational needs are appropriately involved at all stages of the process, taking into account their abilities;
- If the Specialist Teacher feels that the child may need to attend a Specialist Early Years setting, we will work in partnership with the setting to ensure a smooth transition or work in partnership if the child attends both our setting and the Specialist setting;
- The next step may be to complete an Appendix 2 document to request an Educational Health Care Plan (EHCP) for the child;
- The SENCo and Key Person will complete the document and gather the necessary supporting documents such as speech and language reports and paediatrician reports etc.;
- The SENCo and Key Person will support the parents/carers in the completing the Appendix 1 document

Working with parents:

The SENCo is also there to offer support for parents, keep appropriate records, liaise with other agencies, assist staff with their observations and assessments and assist staff in planning for the children with Special Educational Needs.

- We work closely with parents and carers as we recognise and respect that they are the primary educators of their children; they influence their child's social and emotional development and play an important role in their learning and education. We respect and aim to meet the differing needs that parents may have themselves;
- Parents and carers are consulted and asked for their consent at every level of intervention and we encourage parents to share information about their child and to be involved in shared record keeping and in drawing up individual Educational or Health care plans;
- Procedures are explained fully to parents in order to develop a close working relationship and so that parents are made aware of the targets that are set for their child;
- Parents should be offered advice about how they can work with their child at home;
- The effectiveness of any intervention will depend upon the level of involvement of parents. Consultation with parents is made informally on a daily basis as well as at parent consultations;
- Additional consultation is made at either the parents or pre-schools request at a mutually convenient time;
- Parents are provided with information on sources of independent advice and support.