

9.2 SEND POLICY



Supporting Children with Special Educational Needs and Disabilities

The role of SENCo at Mereworth Pre-school is shared by Claire Dolley and Cristina Brown.

Ethos

The staff and committee believe that all children regardless of ability are valued equally at Mereworth Pre-school. SEND children are not viewed as a separate entity but are part of the whole Pre-school community and different children's needs are recognised and met through varied and flexible provisions throughout the curriculum. By embedding the four over reaching principles of the EYFS into our ethos we can provide for every child's needs. We treat every child as unique; build positive relationships; provide enabling environment; know that children develop and learn in different ways and at different rates.

SEND Definition

At Mereworth Pre-school we use the definition for SEN and disability from the SEND Code of Practice (2015).

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him/her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Context

This policy has been written in line with the requirements of:

- Children and families act 2014
- SEN code of practice 0-25 years 2015
- Send Act 2014
- EYFS statutory framework (2017)

This policy should be read in conjunction with the following Pre-school policies:

- Valuing diversity and promoting equality
- Safeguarding/child protection
- Achieving positive behaviour
- Children's rights and entitlements
- Parental involvement
- Working in partnership with other agencies

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This policy was developed with members of staff, Mereworth Pre-school committee and parents and will be reviewed annually.

Aims and Objectives

The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

Aims

- To identify at the earliest opportunity, any pupil who may have special educational needs.
- To provide different levels of intervention to match the pupil's level of needs
- . To ensure that children with special educational needs and disabilities have access to a relevant broad-based curriculum and the ability to join in with all the activities of the Pre-school.
- To ensure that all SEND pupils will meet or exceed the high expectations set for them based on their age and starting points.
- To encourage and value learners, enabling them to express their views and to be fully involved in decisions which affect their education
- To ensure that all relevant staff are aware of each pupil's needs so that they may be included in Pre-school planning.
- To ensure that no pupil is discriminated against, in any area of Pre-school life, on the basis of his/her disability.
- To build positive relations with all children through the key person system so that every child may develop in all areas and build a strong sense of self-esteem
- To work in partnership with parents/carers and outside agencies to achieve best outcomes for children; to ensure that there is effective communication between parents and Pre-school.
- To enable all children to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey.
- To ensure that children's records include information relating to their individual need and the interventions which have been provided and their outcomes.
- To conduct regular reviews of pupil's progress.
- To provide support for staff so that children's needs can be met in Pre-school

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Objectives (how we achieve our aims)

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers
2. To deliver support and guidance for all staff working with pupils with special educational needs and disabilities.
3. To develop our partnership with parents/carers and ensure effective communication and sharing of good practice.

Admission procedure

Children with special needs and disabilities are admitted to our school according to the same criteria as any other child. Should any child already have an identified SEND, this should be indicated on the Pre-school admissions forms. The Pre-school SENCo, will then do a home visit to discuss the child's needs and if/how the Pre-school can meet these. If the child's needs are severe and/or complex the SENCo may decide that the children's needs will not be adequately met in the Pre-school and may recommend that parents look at other specialist provisions. It will also be further discussed at the initial Pre-school visit. Copies of relevant reports should be given to the SENCo as soon as possible and no later than the child's start date.

At Mereworth Pre-school we believe the early identification of SEND is essential in ensuring each child fulfils their potential because of this we try to gain as much information about a child as we can before they even start. We do this by including questions on our admissions form relating to a child's development and asking for all relevant information to be disclosed. We also aim to build close relationships with parent/carers from the beginning so that they are happy to share information and any concerns with us. Relationships are further enhanced by our key person system. We believe a good relationship with parents/carers is essential any concerns must be addressed with parents honestly. We operate an open-door policy by which parents/carers are welcome to talk to staff at drop off and pick up. These times are regularly used to discuss individual children's needs. Alternatively, appointments can be made. Parents are encouraged to become involved with their child's learning each week by bringing in an item to show at circle time. Parents are also invited into Pre-school for special performances. Parent consultations are held three times a year. In these meeting the child's needs, progress and next steps will be discussed. Strategies/activities parents can use at home to help children make progress and achieve next steps will also be discussed/suggested. Sometimes nursery equipment is loaned to parents for them to use with their child at home. We also listen to parent/carers advice as they know their child best.

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We are aware that children with additional needs may be more at risk of developing SEND and may need extra support to make progress. Children are considered as having additional needs if they have/are:

- Health care needs
- Delayed development
- Gifted and talented
- A disability
- Problems arising from abuse, trauma, loss or grief
- Belonging to a group who may be disadvantaged e.g. EAL, Gypsy
- Twins
- Premature birth

Identification and assessment of special educational needs

At Mereworth Pre-school we will identify the needs of each pupil by considering the needs of the whole child, which are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

Types of Need

SEND fall into 4 broad areas:

Communication and interaction

Cognition and learning

Social, emotional and mental health

Sensory and/or physical

Reasonable adjustments

We will make 'reasonable adjustments' to cater for a child's disability within our setting. However, there may be limitations to the degree of modifications that can be made to the physical environment.

Reasonable adjustment is achieved in many ways, for example: - through targeted support with the child's key person; small group activities; extra support to ensure access to Pre-school facilities and physical play; transition programmes for beginning primary school.

Examples of additional resource provisions include: now and next boards, sensory matts, visual cue cards.

Reasonable adjustments, additional provisions and auxiliary aids are provided for use within the curriculum.

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A child's needs may become apparent when:

- Their key person or other staff member expresses concerns
- Their parent's express concerns
- They are not making expected progress or are below the expected level for their age
- Concerns have been raised from other adults involved with the child, e.g. a childminder or health visitor.
- The two-year check causes concern

Where there are concerns that a child may have SEND this will be discussed with the child's key person, parents and the SENCo. If necessary, a targeted plan will be put in place with the expectation that it will help the child make progress.

It is recognised that not all parents may wish action to be taken.

Consultations with external specialists and agencies

In some cases, it may become necessary to recommend to parents that their child be assessed by an external agency, e.g. a Speech and Language Therapist, or Early help. Pre-school are able to make such referrals but in some instances parents themselves may need to do this, for example, we may recommend a child has a hearing test. Parents may or may not be willing to undertake this (the Pre-school cannot exert pressure on them to do so, only recommend it as a course of action) and in any case parents may wish to keep any ensuing report confidential to themselves, which they are fully entitled to do. However, they are encouraged to allow reports to be seen by staff in order that the Pre-school may be able to give the recommended support to their child. Pre-school can also request a visit from the equality and inclusion team and apply for SENIF funding for children with SEND.

The key person will meet with parents following any assessment to discuss the outcome and will feedback findings to the SENCo who in turn will inform relevant members of staff (with the permission of the parents).

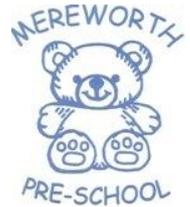
Provision

Graduated Approach

There are three main levels of response:

- Universal level (whole setting response- child not making expected progress/not at expected level)
- Targeted support (child may or may not have SEND)
- Personalised/individualized learning (child has SEND)

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Universal level

Use the “Best Practice Guidance” to check everything is in place for the child to be making expected progress.

For example:

- Consistent use of props at song time
- Consistent use of now and next boards where needed
- Consistent use of mats to sit on at story time
- Consistent use of stop sign

Targeted support

Targeted support is needed if after ensuring “best practice” is in place the child is still not making expected progress or is below the expected level for their age. A plan will be put in place and shared with parents. The form for the plan can be printed from the Kelsi website.

The targeted plan has specific activities and is used to measure progress, parents must be involved.

Targets must be SMART:

Specific

Measurable

Achievable

Relevant/realistic

Time- bound

A target is the route to the outcome and may need to change

An outcome is the destination we are trying to reach and stays the same

Just because a child has a targeted plan in place it does not mean they have SEND. They may need several plans to make progress or only one. They may make expected progress and not have a SEND, or they may not make progress and need a personalised plan.

Personalised plan

If a child is still not making expected progress or is below the expected level for their age after several Targeted plans have been carried out without success this is when the preschool must seek outside help. Support should be sought from the “early years equality and inclusions team” who can give advice on how the preschool can support the child at the setting/at universal level.

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If, after following any advice given, the child still needs additional support then the SENCo must refer the child at the LIFT meeting (Local Inclusion Forum Team). In order to make a successful referral evidence is needed to show that the preschool has followed steps 1 and 2, universal and targeted plans.

At this stage outside agencies will be involved.

See appendix 1 for a diagram of the graduated approach

All stages

At all levels in the process we will:

ASSESS-PLAN-DO-REVIEW

And

INCLUDE NOT EXCLUDE

Roles and responsibilities:

It is the role of the SENCo's to liaise with the Pre-school staff, specialists and external agencies, parents and the committee to ensure that the Special Needs and Additional Needs pupils receive support, differentiation where necessary and access to the curriculum.

SENCo's Responsibilities

- Ensure all practitioners in the setting understand their responsibilities to children with SEND and the settings approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Oversee the day-to-day operation of the school's SEND Policy
- Co-ordinate provision for children with special educational needs and disabilities
- Liaise with and advise fellow key persons
- Liaise with parents/carers of children with special educational needs and disabilities
- Contribute to the in-service training of staff
- Liaise with external agencies including the LEA, educational psychologists, occupational therapists, speech and language therapists, health and social services.
- Devise targeted plans with key persons and parents.
- Carry out observations of individuals in response to needs identified by key persons
- Liaise with staff according to pupil need
- Inform all staff on a regular basis of any concerns or relevant information at staff meetings
- Transitions

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Key workers Responsibilities:

- To ensure that each child is given every opportunity to fulfil their potential within the normal Pre-school situation
- To be aware of the Learning Support needs of all their key children and to ensure that the needs of each pupil are addressed during Pre-school set up
- Differentiated tasks should, where possible, be given by way of supporting those children.
- To assess whether a child is making expected progress and is at the expected level for their age
- To develop a good relationship with parents/carers
- Be involved in writing and carrying out the activities required on a targeted plan
- Read SEND code of practice chapter 5 (early years)
- Have regard for the equalities act 2010
- Know where/how to gain help and support

Inset

Staff at Mereworth attend conferences and training days on various SEND topics. There are also regular INSET days held at school on areas of general concern. Special Needs are included in this general programme.

Training

- Our current staff members have attended various SEND courses between them including:
- Supporting children with behaviour (2016)
- Every child a talker (March 16)
- Accredited SENCo (2014)
- Speech and language (Nov 2017)
- Letters and sounds (Feb 2016)
- Physical environment for two-year olds (2015)
- Early years SENCo (Oct 2017)
- Basic Makaton

After a member of staff has attended training the information will be cascaded down to other members of staff. Having such vast experience and training allows staff to provide many strategies that are used for children with SEND at a Universal level as well as aiding in early identification. For example: Makaton signs are used daily with all the children to say good morning, now and next boards are used to help children settle into nursery and feel confident during times of transitions, textured mats are used to help children concentrate during story/singing sessions. Staff use language modelling techniques in their everyday practice with all children. These embedded practices help all children make progress.

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Transition to Primary school

In the June preceding a child starting primary school, contact will be made with all the schools children will be attending. It will be arranged for the child's reception teacher to visit Pre-school to meet the children who will be joining their class in September. The child's key worker will share the child's profile with the teacher as well as any other additional information including and EHCP in place or targeted plans. In cases where it is not possible for the teacher to visit Pre-school the SENCo and key person will visit the school to discuss the child and share records. Parents will be made aware of the meetings and any information/arrangements that come to light during such discussions. This will enable a smooth and successful transition for the child.

Records

Targeted plans and EHCP are kept in each individual child's profile folder along with their observations. These can be accessed by parents on request and are shared with parents at consultations at least three times a year. Other information about SEND can be found on the trolley in the small hall in the SEND folders and trays. Additional information about SEND can be accessed on the KELSI website.

Monitoring and evaluating the school policy for SEND provision

Both the SENCo and the Pre-school Manager will monitor the administration and development of special needs provision within the school.

Complaints

Should anyone have any concerns or complaints about SEND Provision, they should follow the Pre-school's complaints procedure.

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Date of Policy:	September 2020
Date to be reviewed:	January 2021
Signed by the Manager:	
Signed by the Committee:	
Name of signatory:	
Role of signatory:	