

WINTON PRE-SCHOOL

Supporting children with Special Educational Needs & Disabilities (SEND) – Children`s & Families Act 2014

The Children & Families Act 2014 requires the local authority to publish, in a single place, information on services & provision across education, transport, health & social care for children & young people between the age of 0-25 years who have special educational needs & disabilities (SEND). The purpose of this `Local Offer` is to enable parents, carers & young people to see more clearly what services are available for children with SEND in their area and how they can access them. The process extends to early years settings & all the information below forms our settings offer & shows how we have, for many years, provided for children with special educational needs & disabilities.

Our Policy statement

We support children with special educational needs & disabilities (SEND) by providing an environment in which all children are supported to reach their full potential. We will make all effort to make adaptations for children with SEND, however entry to the setting may be delayed whilst staff undertake training or adaptations are made to the building to ensure we can meet your child's needs. We are always looking ahead to anticipate the needs of children who attend, so we can make reasonable adjustments in the future. We regularly review our Accessibility Plan.

At times our setting can be supporting a high number of children who have a wide range of additional needs. In order to ensure that we effectively meet the needs of all of our children, we have to carefully consider how we provide additional support. There may be times when we do not feel that we could effectively meet the needs of any new children with additional needs. We are strongly committed to providing the best care and educational opportunities for children and this is not a decision we will take lightly, all options of support will be considered before coming to a decision.

- We comply with the Early Years Foundation Stage Framework (DfE 2014) updated 2017
- We have regard for the Special Educational Needs and Disability Code of Practice (2014).

- We have in place a clear approach for identifying, responding to, and meeting children's SEND
- We ensure our provision is inclusive to all children with special educational needs & disabilities.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We support parents and children with special educational needs and disabilities.
- We identify the specific needs of children with special educational needs & disabilities at the earliest opportunity and meet those needs through a range of SEND strategies.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We designate a member of staff to be the Special Educational Needs and Disabilities Co-ordinator (SENDCO) and give her name to parents. We also have a deputy SENDCo.(Sally Burnell) They are displayed on our staff photograph board.
- Our SENDCO is: Kharissa Ashford

Our Procedure for Identifying Children with Special Educational Needs & Disabilities

- Before starting at our setting the SENDCO & parents share information about the strengths & needs of the child to build positive partnerships.
- Families will be supported for as long as needed to ensure their child settles. We wish for all children to feel safe & happy at our setting.
- Each child will have a Keyperson who works closely with each child & the family, and they may identify a possible individual need.
- On-going observations & assessments are made of all children and are linked to the Early Years Outcomes & Learning and Development, ages & stages of development (as outlined in the Statutory Framework for the Early Years Foundation Stage).
- We undertake a `progress check at age 2` which supplies parents/carers with a short written summary of their child's development.

- Reports from health care professionals may identify a child's individual needs & we will include these in the child learning & development.

Supporting Children with SEND

- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEND support to ensure early identification of children with SEND.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress, for identifying, assessing and responding to children's special educational needs and disabilities. This means using a step-by-step response through the various levels of intervention which are discussion of a concern, targeted support, specialist support & Education.
- Our SENDCO will explain the children's individual needs can be met by planning support using a written Individual Learning Plan (ILP)
- The child's keyperson will oversee the ILP targets.
- We access additional support from other agencies where necessary. We liaise with other professionals involved with children with special educational needs & disabilities and their families, including in connection with transfer arrangements to other settings and schools. We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.

- Our SENDCO will work with all other staff to ensure implementing of the ILP & subsequent continuity of care & education by everyone.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs & Disability Policy and the procedures for identifying, assessing and making provision for children with SEND.
- We provide in-service training for parents, practitioners and volunteers.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education including all decision making processes.
- Children`s Learning Journeys are available to view at any time, & talked through with the keyworker.
- All documentation is kept in a file for each child in a locked filing cabinet to ensure confidentiality.
- Additional resources may be supplied using the Early Years SEND Support Grant.
- Further funding can be applied for to support your child.
- We where appropriate, take into account children`s views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- Our SENDCO has completed specific SENDCO training and also attends Network Meetings each term to keep up-to-date.
- Staff have attended training linked to specific needs and will continue to attend further training if required.
- We provide parents with information on sources of independent advice and support.
- We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs and Disabilities.
- We ensure that children with special educational needs and Disabilities are appropriately involved in the graduated approach, taking into account their levels of ability.
- 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.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.

- We follow the Early Help Arrangement, and may use a CAF as an In House tool to help us assess the child.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care Plan (EHCP)
- We raise awareness of our special education provision via promotional materials., e.g. Signalong trained staff.
- 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.
- We teach the children basic signalong in the setting & we use visual aids with them.
- We ensure the effectiveness of our special educational needs and disabilities 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.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Accessibility of the Environment

- Disabled access via the main door of the hall.
- Handrail in one of our toilets
- We will explain the limitations of the building & would make changes or adapt our facilities if possible.

Working with Other Professionals

We have regular contact with the following professionals:

- Early Years SEND Development Officer
- Local Children`s Centre Staff (e.g. parent support advisors)

Advice from professional in other areas maybe sought as a need arises, such as:

- Child Development Centre (Poole Hospital)
- Physiotherapist

- Occupational Therapist
- Speech & Language Therapy Service

There are many other professional who we can contact regarding a child`s specific individual needs.

Other Information

- The keyperson is always available for advice and support in the first instance. There is a list of every child and their keyworker in the small room by the entrance door.
- Our supervisor/manager and SENDCo are also available to offer advice.
- We can signpost parents to other professionals that may be able to help such as health visitor, speech & language therapist, children`s centre and others.
- If a child`s needs have been referred to a specific team (as above) we will be able to support parents in accessing these services.
- Children`s Information Service – www.bournemouth.gov.uk

Moving onto School or another Setting

- We complete a transition form and can hold transition review meetings to plan transition for a child into school or setting. As well as parents and pre-school staff, these could include foundation stage teachers, school SENDCo, receiving setting staff & relevant professionals.
- We share all documentation such as ILPs, early year`s assessments & observations.
- We invite receiving school or setting to visit our pre-school to familiarise themselves with, and observe the child and to share information in partnership with parents.

We operate an open door policy & our staff welcome families to visit our pre-school. We will aim to work together to include any child with special educational needs & disabilities.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

Signed on behalf of Winton Pre-School

Name of Signatory.....

Role of Signatory.....

Date / /

This Policy was adopted at a Committee Meeting on.....

This policy will be reviewed in September 2019

Updated August 2015