

# **Special Educational Needs Policy**

## **Introduction**

This policy complies with the statutory requirement set out in the Special Educational Needs and Disability Code of Practice 0 — 25 (DFE, 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for settings (DFE, Feb 2013)
- SEND Code of Practice 0-25 (DFE, May 2015)
- Early Years Guide to the O - 25 SEND Code of Practice (DFE, 2014)
- Statutory Framework for the Early Years Foundation Stage (EYFS, 2014)
- Safeguarding Policy
- Access Action Plan
- Provision Mapping
- Behaviour Management Policy
- Local Offer
- Admission Policy
- Medication Policy
- Equal Opportunities Policy
- Organisation Policy
- Physical Environment Policy
- Working in Partnership with Parents and Carers Policy
- Care, Learning and Play Policy

## **Special Educational Needs Co-ordinator (SENCO)**

The setting SENCO is the deputy in charge. Rebecca has been the SENCO for over 17 years liaising with the management team and other members of the team within the three rooms of the setting, which include the baby room, toddler room and the pre-school room. Rebecca is a member of the Pre-school room team, her working days are Monday, Tuesday and Wednesday, she can be contacted on 01772 892597 or via email at rclapham.ac.uk. In her absence Colette can be contacted for any matters regarding special educational needs (SEN) on the same contact details as above.

This policy has been developed in accordance with the relevant statutory frameworks and support from the Lancashire SEND team. Members of the team were included in the consultation of the policy during a staff meeting, all members of the team have a copy of the policy and have signed an agreement to fulfil the commitments of the policy. Parents and carers are signposted to the settings policies on the UCLAN Pre-school centre website, hard copies are available to view within the setting. All policies are reviewed and updated annually to recognise and to adapt to on-going changes and shifts within early years, education and care. This policy reflects the SEND Code of Practice 0 – 25 guidance (2015).

## **Aims and Objectives**

### **Aims**

Children develop quickly in the early years and early practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.

As a setting we aim to raise the aspirations of and expectations for all children with SEN, we provide a focus on outcomes for children and not just hours or provision or support. We believe in providing every possible opportunity to develop the full potential of all children, all children are valued and their self-esteem promoted.

We recognise that some children may have particular learning needs or disabilities and we take specific action to support and encourage these children within a caring environment. We enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child.

We work closely with parents, carers and other agencies to monitor a child's progress carefully and if required we provide effective and additional support to meet the child's needs.

## **Objectives**

- We have a strong emphasis on the early identification of any needs a child may have and on offering an appropriate learning environment in which we provide a range of differentiated activities to meet all individual needs. We have implemented tools to track and monitor progression for children with communication and interaction difficulties.
  
- A child's progress will be observed, monitored and recorded as appropriate. If a child is placed on the setting Code of Practice Record, staff will liaise closely with the SENCO on mapping provision designed to meet the child's needs.
  
- We work in close partnership with parents and carers who play an active valued role in their child's education. We aim to develop a partnership with our parents and will always consult with parents if we feel a child is having difficulties.
  
- The Pre-school Centre has adopted the graduated approach to meeting the needs of a child facing difficulties with four stages of action, assess, plan, do and review.
  
- We will liaise with other educational and health professionals to ensure that we are offering effective provision for children with special educational needs and disabilities (SEND).

- We use a process of self-evaluation to create our own setting provision map which details adjustments we make to meet the needs of all our children.
  
- We have a strong commitment to inclusion for all, all members of the team are familiar with commitment 1.2 (inclusive practice) within the Theme (A Unique Child) of the Early Years Foundation Stage (EYFS).
  
- We provide support, advice and professional development for all members of the Pre School Team when working with children with SEND. The SENCO attends regular cluster update meetings developed by the Local Authority (LA) and other training organised by children charities, such as NASEN, ICAN and The Communication Trust.
  
- As a setting we work within the guidance provided in the SEND Code of Practice (DEF, 2015).

### **Identifying Special Educational Needs**

The SEN and Disability Code of Practice (2015) para 5.31 states the importance of the early identification of any difficulties faced by a child: “In all cases, early identification and intervention can significantly reduce the need for costlier interventions at a later stage”

Where a child appears to be behind expected levels or where a child's progress gives cause for concern, practitioners will consider all the information about the child's learning and development. All the information should be brought together and considered with the child's parents/carers. This should include information about the child's learning and development within and beyond the setting, practitioner observations, assessments and progress in the prime areas: communication and language, physical development and personal, social and emotional development.

Discussions with parents can give practitioners insights into a child's personality, feelings or interests outside the setting. There may be changes in a child's life which parents may not have mentioned, perhaps because they did not feel that they were important or because they are very personal, for example: illness or bereavement in the family; parents separating; a change of carer or child-minder; living in temporary or unsuitable accommodation; the child's disturbed sleeping pattern; or a new baby. Any such changes may affect a child's behaviour, progress or development and need to be taken into account in planning support.

It is also considered that other factors may impact on a child's ability to learn and develop, although these factors do not suggest that the child has SEN. These can include children with English as an additional Language (EAL), a child's low socio economic status, health, a child of a serviceman or a child belonging to the Gypsy, Roma, traveller community (GRT).

It is crucial to note that the purpose of early identification enables the setting to take action, to either differentiate practice, use specific strategies, complete targeted learnings plans with achievable targets and finally to involve the specialist teachers

from Lancashire County Council. It should be made clear that early identification is not to fit a child into a category or to label a child, it is the process of providing extra support and focusing on the whole child, rather than just focusing on the areas of difficulty.

The Code of Practice recognises four areas of need and difficulty:

**1, Communication and Interaction:** This covers difficulty with different aspects of speech, language or social communication.

**2, Cognition and Learning:** This is where a child learns at a slower pace than their peers, even with appropriate differentiation and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

**3, Social, emotional and mental health difficulties:** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

**4, Sensory and/or physical needs:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Children with Sensory

Processing difficulties, may be over sensitive or under sensitive to touch, sound, feel and taste. These sensitivities can lead to difficulties on a day to day basis.

Where a setting identifies a child as having SEND, they must work in partnership with parents to establish the support the child needs. Where a setting makes special educational provision for a child with SEND they should inform the parents and develop a SEN Support Plan with guidance from the Specialist support teachers (SST) at Lancashire County Council.

### **A Graduated approach to SEN Support**

The Graduated Approach to SEN is the process used by the Pre-school Centre to identify and manage children with SEN. The Graduated Approach has four stages of action: assess, plan, do, review. This will be described later in this section policy.

Firstly, as a setting we understand that every child should be entitled to access quality provision in the foundation years. We believe that it is the duty of the practitioners to provide safe, stimulating learning environments and developmentally age appropriate activities. This happens within the Pre-school centre, as every practitioner has honed knowledge of the Early Years Foundation Stage Framework, how it should be implemented in practice, and how to observe their key group children and plan next steps in their learning based on their interests and abilities. We see this as quality

provision, which is monitored through termly cohort tracking and by using the provision mapping tool

Where a child appears not to be making progress then it may be appropriate to use alternative approaches to learning. Ongoing difficulties may indicate the need for help, above that of which is normally available for children at the Pre-school Centre. Provision is considered in three waves in accordance with Provision Mapping:

**Wave 1** - Universal – what is provided to all children and differentiated ordinarily.

**Wave 2** - What is provided for children for children who need a little extra support (probably short term and probably not an SEN issue).

**Wave 3** - SEN – What is provided for children with SEN.

Having identified that a child has special educational needs, the Pre-school Centre will intervene through SEN support and a graduated approach to supporting children with SEN. Although, it is important to note that children are only identified as having SEN if they do not make adequate progress once they have had all the interventions and adjustments.

### **Assess**

The SENCO liaises regularly with all practitioners, monitoring and offering support in the assessment of 2 year checks, baseline assessments and on-going formative assessments. It is the decision of the SENCO to involve any external services and agencies, after reviewing any concerns a practitioner may have regarding a child's development. The SENCO works closely with the child's keyworker and parents to

gather further information and to support the parents and practitioners in formulating effective strategies or targeted learning tasks. The SENCO makes the decisions upon information gathered and from specialist tools and early support materials.

### **Plan**

Where it is decided to provide SEN support, practitioners and the SENCO will agree in consultation with the parents on the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour and a clear date for review. This information will be written on a SEND Individual Support Plan. It will also include any relevant advice and suggested targets or strategies from relevant professionals working with the child.

Where a child has several strategies or interventions as part of their SEN support it may be recorded on an Individual Provision Map. Any related staff development needs will be identified and addressed by the SENCO and relevant training for staff arranged if required.

It is the responsibility of the SENCO to place a child on the setting's Code of Practice Register, it is important that the SENCO records details of children she is involved in supporting on a Special Educational Needs Record. This will enable management in the setting to monitor the level and range of children with SEN who attend. Parents should always be informed that their child has been placed on the register and be able to view this whilst the SENCO maintains the confidentiality of the other children also recorded on the register, located in the confidential SEN file in the main office.

## **Do**

The child's key person remains responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. We will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will have clear information about the impact of the support provided and be involved in planning next steps.

## **Supporting Children's needs on the Code of Practice**

The level of support or interventions a child is receiving is evidenced from the child's key worker, personalised in Provision Maps and recorded in regularly reviewed Targeted Learning Plans. Targeted learning plans (TLP's) can be set and reviewed from a minimum of four weeks onwards, it is essential to complete targets with a focus

on parents being able to reinforce the targets at home. TLP's are reviewed with the SENCO and the keyworker, feedback is then given to parents suggesting future targets, the possibility of no future targets, or in some cases it may be considered that further specialist expertise is required as the child is not meeting the targets set.

The Pre-school Centre draws upon services provided by the Lancashire Specialist Support Team. With permission from parents/carers, we can call upon such expertise offered by specialist inclusion teachers and HLTA's to support our work in meeting the child's educational needs. This is called a Request for Involvement of Specialist Teacher (RIST). The specialist teacher guides us through the process in order to access further support to meet the child's needs. This may/may not become Additional Inclusion support and may/may not result in an Education Health and Care Plan.

If after an agreed time, the child begins to respond to support put in place and makes appropriate progress, evidenced on their EYFS trackers and TLP's, it may no longer feel necessary to plan in smaller, targeted steps. At this point, with agreement from all involved, including parents, the child may exit the Code of Practice Record.

### **Supporting Children and their Families**

We welcome all children and aim to respond appropriately to each child's background and individual needs. We ask parents and carers to give as much notice as possible if a child is disabled or has SEN. This could be discussed upon transition into the setting or documented on the child's enrolment form or All About Me welcome booklet.

This shared information will enable the setting to explore with parents/carers and with any outside agencies and professionals how we can provide most effectively for their child. Early knowledge of any SEN the child may have, enables the setting to consider, adjust and assess additional arrangements, such as a differentiated curriculum, staff ratio's and where ever necessary an audit on the physical and sensory learning environment.

The Pre-school centre offers equality of opportunity and access to the learning environment regardless of ability or special educational need.

At the Pre-school centre we have links with external agencies to support children and their families. We liaise professionally and effectively with members from the health and Social Care teams, such as, Social Workers, Health Visitors, Speech and Language Therapists, Physiotherapists, Paediatricians. The Specialist Support Teachers at Lancashire County Council support the setting in regards to learning, development and inclusion, alongside portage workers, HLTA'S and educational psychologists. We network with our local children centres and signpost families to their services and other support services such as the Family and Well-being Service. The setting is confident in using the Common Assessment Framework (CAF) it is an Assessment and Planning Tool to support children with significant and complex additional needs who require specialist support from across education, health and social care. The SENCO is an experienced lead professional; in networking, liaising and monitoring the CAF, and is experienced in chairing Team Around the Family (TAF) meetings and reviews.

## **Supporting children with medical conditions**

Parents retain the prime responsibility for their child's health and should provide the Pre-school Centre school with information about their child's medical condition.

The Pre-school Centre follow the standards set out in the Statutory Framework for the Early Years Foundation Stage (EYFS, Health 3.42-4). Our medication policy details the procedure for administering and storing medication. Training will be given for any staff where the administration of medicine requires medical or technical knowledge

Some children with medical needs may also have SEN and may have a previous statement, or an Education, Health and Care Plan (EHC) which brings together health and social care needs as well as their provision. If a child has an EHC plan, then it is the duty of the SENCO to make practitioners aware of any information that should be shared regarding the child's needs and how best to support them within the setting.

## **Roles and Responsibilities**

SENCO – Rebecca

Safeguarding Officer – Saskia

Looked after Children Officer – Lisa

Designated medical needs officer – Rebecca

Behaviour co-ordinator – Saskia

Equality Co-ordinator (ENCO) – Saskia

SEN funding – Lisa

### **The Role of the SENCO**

- To ensure that all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
  
- Advising and supporting colleagues.
  
- Ensuring parents/carers are closely involved throughout and that their insights inform action taken by the setting.
  
- To ensure the SEN policy is reviewed and shared with all staff.
  
- To liaise effectively and professionally with the SEND team at Lancashire County Council.

## **Storing and managing information**

All information held on our children and their families are in a lockable storing cabinet in the main office. Information can be shared lawfully within the parameters of the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). We will hold information about individuals only for as long as the law says and no longer than necessary. Accident reports will be stored until a child is 21 years and 3 months, SEN, safeguarding records and causes for concern until the child is 25 years old, after this we will dispose of it securely.

## **Policy Review**

This policy is to be reviewed annually with all staff and management, however the SENCO is able to update the policy and requirements if necessary at any time, to reflect amendments and changes in inclusive and SEND legislation.

April 2019

Rebecca Clapham

