



Strawberry Hill Pre-School

Special Educational Needs And Disability Policy

As a Registered Pre-School with OFSTED, working to the EYFS, we aim to:

- Promote an inclusive environment where all children are encouraged to reach their true potential and build a firm basis for learning.
- Have every member of staff become a SEND-CO by completing the SEND-CO course.
- Work in partnership with parents, outside agencies and other key professionals to monitor individual progress and plan for future achievements.
- Provide broad and balanced experiences that are accessible to all children and recognise individual needs.
- Keep up to date with current initiatives and attend appropriate training on special needs whenever possible.
- Monitor the needs and progress of all children with special needs.
- Be familiar with the Code of Practice.
- Ensure that up to date records of children with special needs are kept and that progress is regularly monitored and reviewed.
- Ensure that records are made accessible to parents and with written permission from parents, other professionals working with the child could also access relevant information.

At Strawberry Hill Preschool we follow The SEND Code of Practice 2015 (COP) which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 (the Act) and associated regulations, and applies to England. It came into force in September 2014 and was last revised in January 2015.

We aim to provide a broad and balanced curriculum for all of our pupils, including those with special educational needs and all abilities. We are committed to maximum inclusion of all pupils in all areas of the curriculum, meeting individual needs, facilitating the highest quality of education for all pupils and the efficient use of resources. We value the abilities and achievements of all pupils and are committed to providing, for each pupil, the best possible environment for learning.

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at our pre-school and then on to school and in college, and lead happy and fulfilled lives. This new Special Educational Needs and Disability Code of Practice will play a vital role in underpinning our major reform programme.

For children and young people this means that their experiences will be of a system which is less confrontational and more efficient. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

We follow fundamental principles of the SEND Code of Practice and these are:

- A child with SEND should have their needs met.
- The SEND children will normally be met in mainstream schools or early education settings.
- The view of the child, if possible, should be sought and taken into account.
- Parents have a vital role in supporting the child's education.
- Children with SEND should be offered full access to a broad-balanced and relevant education, including an appropriate curriculum for the foundation stage.

Special educational provision means:

- For children of two or over – education provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- For children under two – educational provision of any kind.

English as an Additional Language

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Admission Policy

This nursery adheres to the admission policy of the LEA and endeavours to provide appropriate support for pupils with a range of SENDs.

Access for the Disabled

The nursery is equipped with wide doorways, and ramp access. The needs of the pupils will be taken into account when considering full access to the foundation stage curriculum.

Identification, Assessment and Provision in Early Education Settings

The Government's Early Learning Goals set out what most children will have achieved by the end of the foundation stage (the end of school reception year). Children will progress at different rates during foundation stage and some children may not reach the goals by the end of their reception year. These children will need differentiated learning opportunities and regular monitoring within our setting to help them make progress.

The SENCO's will have responsibilities for:

- Liaison with parents and other professionals in respect of children with SEND.
- Taking the lead in further assessment and planning support.
- Advising and supporting other practitioners in the setting.
- Ensuring that appropriate Individual Development Map (IDMs) are in place and that these are reviewed regularly.
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated at Early Years Action (EYA), Early Years Action Plus (EYA+) and for those with a Statement.

Graduated Response

If a child in our setting is not making expected progress, it may be necessary to use alternative approaches to learning. We operate a graduated response system where staff:

- Initially bring an issue to the attention of the SENCO.
- Observe, monitor and share their findings with staff and parents.
- Are allocated time to devise planned intervention and monitor.
- Adapt working practices and the environment to suit the needs of the child.
- Produce IDM's with achievable targets for the child.
- Attend regular staff training to provide effective intervention.

This graduated response recognises that there is a continuum of SEND and, where necessary and with parental permission, draws support from a range of specialist expertise to support the child. In our setting the different support mechanisms may include:

- An initial visit from the health visitor.
- Referrals to outside agencies including speech therapists, paediatricians, educational psychologists etc.
- Support from the Early Years Team (EYT)/LEA support services for advice or equipment.

Initial Concerns

Staff may initially have concerns about a child that they share internally and in particular with the SENCO. At this stage staff should observe the child regularly to gather evidence for possible future discussions with parents or outside agencies.

Discussions With Parents

If staff feel that there is still cause for concern after their initial observations, parents will be invited in to discuss these concerns with a staff member. Parents will be invited to contribute their knowledge and understanding of their child and raise any concerns they may have and to contribute to targets if an IDM is produced and their permission will be sought if staff need to contact outside agencies.

EYA

When a child in the setting is identified as having SEND we initially devise our own interventions to be used in addition to our usual curriculum (EYA). The triggers for EYA could be that the child:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- Continues working at levels significantly lower than those expected for children of a similar age in certain areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties and requires specific individual interventions in order to access.

IDM

An IDM contains planning for the child which is **additional to**, or **different from**, the standard provision and includes:

- Short-term strategies set for the child.
- Teaching strategies.
- The provision to be put in place.

- When/how the plan is to be reviewed.
- The outcome of the action taken.

The IDM will be reviewed termly with parents and, if appropriate, the child and outside agencies. Where it is deemed not applicable for the child to attend, their views and needs should be taken into consideration.

EYA+

EYA+ may be put into place if, despite internal support under the EYA strategies, the child requires the involvement of external support services who can provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. Some children will move straight to EYA+ if there is involvement with outside agencies when they arrive at the setting.

EHC Plan

What is an EHC plan? An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. The plan is drawn up by the local authority after an [EHC needs assessment](#). An **EHC needs assessment** is a detailed exploration to find out what your child's special educational needs are and what provision should be put into place to meet them. It is the step before an Education, Health and Care Plan (often known simply as a 'plan'), but doesn't always lead to a plan being written

Following an EHC needs assessment, when does the LA have to issue an EHC plan?

The Local Authority (LA) must decide whether it will issue an EHC plan for the child based on the evidence it has gathered as part of the EHC needs assessment. The legal test which the LA must apply is found in section 37(1) of the Children and Families Act 2014 which says:

- 1) Where, in the light of an EHC needs assessment, it is necessary for special educational provision to be made for a child or young person in accordance with an EHC plan -
 - (a) the local authority must secure that an EHC plan is prepared for the child or young person, and
 - (b) *once an EHC plan has been prepared, it must maintain the plan.*"

Therefore, the LA must decide, on the basis of the evidence from the EHC needs assessment, whether it is **necessary** for the child or young person to have an EHC plan.

What will happen when the LA makes a decision?

If the LA decides not to issue an EHC plan, it must tell the parent or young person within 16 weeks of the date the request for an assessment was made. The parent or young person can appeal this decision to the SEND Tribunal.

If the LA decides to issue an EHC plan, it will first send out a draft plan for the parent or young person to review and comment on. It should then send the final EHC plan to the parent or young person within 20 weeks from the date the assessment was requested. In order to meet this dead line they would need to send out the draft plan a maximum of 14 weeks from the date the assessment was requested.

Requests for Statutory Assessment

For very few children the help given by the early educational setting through EYA+ will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. Where a request for a statutory assessment is made to the LEA, the pupil will have demonstrated significant cause for concern and the setting will have evidence gathered throughout the stages listed above.

Annual Review

As a result of a statutory assessment the LEA will decide whether a child needs provision through a Statement of Special Educational Need. The Statement will outline the provision necessary, the name of the setting where the provision is to be made and how the needs will be met. This may be through additional support or equipment and may have a cost implication to the LEA. All early years statements are reviewed at six monthly intervals and all those involved are invited to consider whether any amendments need to be made.

Record Keeping

We keep individual records; these are based predominantly on observations. We use regular observations, consultations with parents, staff and other professionals to inform planning in order to meet the needs of individuals. Information gathered may be shared with other professionals with parental permission; a summary of achievement and relevant attachments are sent on to the next school. The records we keep are available to the child's parents on request.

Confidentiality

We will respect parents' rights to confidentiality when supporting children with SEND; we will always discuss any possible referrals to other services with parents to seek their agreement before we make such referrals. All meetings with parents other than the normal parent/staff contact will take place in private.

Parents will be involved in setting all targets for their child. IDMs will be reviewed regularly and parents will be invited to contribute to this review.

All our staff will need to be aware of the IDM targets agreed for a child as they are all likely to be involved in supporting that child. However, all of the staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the settings' SEND -CO, Manager or parent.

Nursery Transfer Summary

If a child moves to another nursery or reception setting, we complete a Nursery Transfer Summary that outlines the child's achievements at our setting. This has a section which relates to SEND and asks for the parents' and child's comments.

Our team members that have completed SEND are Strawberry Hill Pre-School are Lisa Neagle, Rowena Brimacombe, Jo Meier, Hayley Wood and Rosemary Cotton

Our SEND Co-ordinators are Hayley Wood and Rowena Brimacombe

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