

Our Special Educational Needs Coordinator (SENCo) is
Nikki Atkins.

We promote inclusion of children with special educational needs and disabilities and support them in reaching their full potential, encouraging each child to value and respect diversity and difference.

We promote the five Every Child Matters Priority Outcomes:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf

- Keep Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-being

We adhere to the following legal frameworks:

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Disability Discrimination Act (DDA) 1995, 2005

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/228870/9780108508066.pdf

Children Act 1989, 2004

<https://www.legislation.gov.uk/ukpga/1989/41/2004-12-07>

Special Educational Needs & Disability Act 2014

<https://www.legislation.gov.uk/ukxi/2014/1530/contents/made>

Children and Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

We work with families and children to ensure the requirements of the Special Educational Needs and Disability Code of Practice (2014) are met.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The aims of this policy are: -

- To promote the right of a child with Special Educational Needs and Disabilities to have their needs recognised and met from the time of admission to Pre-School to transition into Primary School.
- To explain the role of the Special Educational Needs Co-Ordinator (SENCo).
- To explain how we provide an environment that is accessible to children and parent/carers with disabilities, as far as is possible, in our premises.
- To promote the settings commitment to providing challenging, fun, and differentiated activities in the Revised Early Years Foundation Stage (2017) and by involving parents/carers and children in decision making and review.
- To explain how key persons and the SENCo identify the needs of a child and provide interventions that are additional to, or different from, the setting's usual provision, and to explain the purpose of the graduated approach system.
- To promote good practice by ensuring confidentiality and privacy for parents/carers and children and respecting the need to seek parental permission when seeking the views of other professionals about their child.
- To explain to parents/carers how to voice concerns they may have about our SEN provision.
- To promote the importance of working together with health professionals and outside agencies to support the child.

The Role of the Special Educational Needs Co-Ordinator (SENCo)

Our SENCo is **Nikki Atkins**, who has received accreditation for completing the Leicestershire County Council accredited training.

Special Educational Needs and Disabilities Policy

Her role is to: -

- Encourage all members of staff to take responsibility for the provision for children with Special Educational Needs and to be familiar with the SEND Code of Practice: 0-25years (2015) and this SEN Policy.
- Encourage parents/carers, particularly those with children who have SEN, to read and discuss this policy.
- Review and monitor this SEND Policy with the members of staff and the members of the committee of Ullesthorpe Pre-School, considering the views of parents/carers and other outside agencies and professionals.
- The SEND Policy review will take place annually (see 'review date').
- Support members of staff who have concerns about a child's development.
- Support members of staff in their understanding of Differentiation and the graduated approach and in the writing and reviewing of SEN Action Plans.
- Support members of staff in implementing strategies when working with children.
- Monitor and review practice and provision and if necessary, make reasonable adjustments, promoting and valuing diversity and difference.
- Ensure that the child's interests are considered when planning using methods such as showing them photo books, symbol cards (PECS) and recognising their facial expressions, gestures, and body language.
- Ensure issues relating to bullying are responded to immediately (Behaviour Management Policy).
- Where necessary, and with the parent's/carer's permission, seek additional advice about supporting the child in the setting or in their transition into another setting by **contacting the Early Years SEND inclusion team on 0116 305 7136.**
- Provide parents/carers with information about services offered by local authorities.
- Work together with other health professionals and outside agencies, i.e. speech and language therapists, physiotherapists, and other professionals.
- Identify training that will benefit members of staff working with children with SEND.
- Support members of staff as they work in partnership with parents/carers of children with SEN and co-ordinate review meetings each half-term.

Relating to Equality and Diversity Policy: -

- Identify and bring about changes needed in the physical layout of the Pre-School and investigate the possibility of sourcing any specific resources required.
- Support members of staff in differentiating activities to include children's needs.
- Identify any risks that may arise from, for instance, having a wheelchair in the setting.
- Ensure that thought is given to making outings accessible to children with SEN.
- Ensure that positive images of disability are displayed in the setting and can be found in the books and resources the children have regular access to.
- Challenge inappropriate attitudes and practices.

Admissions Arrangements (see also Admissions Policy)

When a child with a Special Educational Need or Disability is registered, the usual admission arrangements will be made. Parents/carers can discuss with the SENCo and key person whether any additional resources or changes to the room layout will be needed or specific training for staff is required. If an enhanced adult to child ratio is required a key person or extra member of staff will be appointed according to the setting's Employment Policy. The Settling In/Transition Policy and Procedure will be followed, and flexible arrangements will be made in response to the needs of the child. If the child already receives early learning support, they will be involved in this process.

Accessibility

Ullesthorpe Pre-School has regard to the Disability Discrimination Act 1995. This states that reasonable steps or reasonable adjustments will be made to ensure the service provided is accessible to children, young people, and adults with disabilities.

<https://www.legislation.gov.uk/ukpga/1995/50/contents>

The Pre-School is located in a purpose-built premise which has access, via a slope, to the front entrance and has a toilet which is accessible using a wheelchair. Activities can be accessed both on the floor and tables. Furniture is mobile and can be placed to allow access between activities.

The Environment

- Members of staff plan to ensure that each child has a sense of belonging and identity by using photographs and name labels around the setting.
- Varieties of sand timers are used when supporting children in sharing and turn taking.

Special Educational Needs and Disabilities Policy

- Specialist scissors i.e. easy to grip and both right and left-handed are provided to encourage skill development.
- There are several story/picture books which include disability.
- Positive images of people with disabilities are placed at child height.
- Staff and parents/carers can access general books such as 'Play Helps', 'Supporting Special Needs', 'Identifying Additional Learning Needs and Managing Children's Behaviour'.
- The key person observes the child's interests, learning preferences and stage of development using 'Development Matters', information from them 'All About Me' books and any other assessment tools as appropriate; the child is then asked their opinion through language, signing or symbol cards. Having assessed this information differentiated activities are planned and regularly reviewed.
- If the child has a Special Education and Disability Action Plan in place, the Key Person will provide additional and differentiated activities using the strategies on the SEND Action Plan.

Staff Provision

- An assessment of the child's needs will be made based on observation and advice from parents/carers and other professionals and, where appropriate, an enhanced adult to child ratio will be provided.
- The Special Educational Needs Coordinator will complete appropriate training.
- Information obtained from training is shared at staff meetings and made available to all members of staff.
- Members of staff attend Support/Network/Liaison meetings, enabling them to share experiences and develop their knowledge.
- Additional support/ training is sought if required to meet the needs of the child.

Differentiation

We inform parents/carers at all stages of the assessment, planning, provision and review of their child's education. Observation and monitoring of children means that early signs of developmental delay or difficulty are noted early. If during this process we identify a child as having difficulties in any area of development, their key person will make focused observations, plan and implement some simple strategies such as breaking activities into easier, more achievable steps or using other resources to support the child. Differentiated approaches could be enough to build the child's confidence and help develop areas they are having difficulties with.

Graduated Approach

If differentiation has been implemented but has not enabled the child to make progress and they continue to have significant difficulties in learning and developing, further special educational provision will be made through a graduated approach. The graduated approach is a continuous cycle of assessing, planning, doing, and reviewing. Once a specific need has been identified the key person, parents/carers and SENCo (with outside professional support as necessary) will work together to provide interventions that are additional too and different from those provided in the setting.

Assess

In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services, or other agencies beyond the setting. If necessary, the SENCO will contact outside professionals with the parents' agreement.

Plan

Where it is decided to provide SEN support, and having formally notified the parents, the educator and the SENCO should agree, in consultation with the parent, 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. Plans should consider the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by educators with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The early years educators, usually the child's key person, remains responsible for working with the child daily. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the educator 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 should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and considering the child's views. They should agree any changes to the outcomes and support for the child considering the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps. This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times. The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual educators in the setting and informed by EYFS materials, the Early Years Outcomes guidance, and Early Support resources. Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings to convene and hold the annual review meeting on its behalf.

https://www.foundationyears.org.uk/files/2012/03/Early_Years_Outcomes.pdf

Education, Health Care Needs Assessments (EHC)

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting will consider with the support of the parents/carers requesting an Education, Health and Care needs assessment.

The setting will share all information gathered about the child with the local authority and continue to support the parents/carers by sharing information and attending meetings with them.

An EHC is a detailed assessment that looks at a child's special educational need(s) (SEN) and the support that the child might need to help them develop and learn. The Children and Families Act 2014 explains that Local authorities are responsible for carrying out EHC needs assessments. The assessment should collate information about what a child can and cannot do and the special help and support they need. The information should come from the child's parents, the child themselves, Pre-School, and other professionals and agencies that support or work with the child. There is further information about EHCs in pre-school. The SEND Code of Practice 2014 sections 9.3 and 9.14 to 9.16 also explains more about the criteria the local authorities should follow.

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

<https://www.family-action.org.uk/content/uploads/2018/09/EHC-Needs-Assessments-18.pdf>

The Local Offer

We as a setting are supported by the Local Authority to ensure all children, regardless of their specific needs, can make the best progress in Pre-School. Ullesthorpe Pre-School's Local Offer explains in detail how we support children with Special Educational Needs or Disabilities (SEND).

Complaints about the settings SEN provision (see Complaints Policy & Procedure)

If a complaint is made about our SEN provision, the complainant will be invited to talk about their concern with the key person/Pre-School manager and SENCo. If this does not resolve the matter the complainant will be invited to put their concerns in writing (they can be provided with a 'complaints form') to the Chairperson, so that the matter can be dealt with as per our Complaints Policy and Procedure. The Pre-School will inform Ofsted of any written complaint concerning Special Educational Needs.

The address and telephone number of Ofsted is - Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD. Telephone: 0300 123 1231

Working in Partnership with Parents/carers

- Parents/carers will be respected as those who have known the child longest and have the most knowledge about the child.
- From the time of a child's admission a partnership is formed with the parent/carers and continued throughout the child's time at Pre-School and through the progression into their next setting.
- Key persons send 'The Learning Journey' home each half-term and ask parents/carers to contribute their comments which will be used when planning. Where this is not practical, we photocopy the up to date Learning Journey and provide parents/carers with a copy.
- If a child has difficulties in any area, parents/carers will be approached in a confidential manner by their key person (see Confidentiality Policy).
- The SENCo will organise times for parents/carers to meet with key person to discuss targets in SEN Action Plans.

Special Educational Needs and Disabilities Policy

- Parents/carers are asked to inform key persons of any outside agencies involved with the child and these reports are included in 'The Learning Journey'.
- Parents/carers will be kept fully informed of their child's time at Pre-School and their permission sought if outside professionals are contacted to observe and advise on interventions.
- Information about Leicestershire County Council's Special Educational Needs and Disability Information, Advice and Support Service 0116 305 5614 is available at Pre-School and through the website <https://sendiassleicestershire.org.uk/>

Links with other early years settings

- Contact is made with other settings that the child attends to ensure a consistent approach and common understanding of the child's needs.
- Each child's Learning Journey, tapestry is passed on to the Primary School or Nursery that they will be attending. This is a condition of the child receiving Early Years Grant and permission is sought from parents, upon registration, to do this.
- Key Persons will attend meetings with the new setting to ensure a smooth transition.

Links with other professionals and agencies

- If a child is under the support of the graduated approach and the advice of other professionals is needed the setting will consult the appropriate professionals.
- Advice will not be sought on an individual child without parental permission unless the child needs protection (see Safeguarding Children Policy).
- Health visitors or other health professionals are welcome to visit the setting and are encouraged to provide the Pre-School with copies of assessments and targets so that these can be used in SEN Action Plans.
- Professionals working with individuals are invited to meetings with parents/carers and key persons when a child is moving setting (see Settling in/Transitions Policy).
- With parental permission, records and observations will be shared with other professionals involved with the child.

Monitoring and evaluation of SEN Policy and Provision

- Any new legislation, requirements or changes in procedure will be added to our SEN Policy within a term.
- The Policy will be discussed by the committee and staff at an annual review (see 'review date').
- If any changes relating to other Policies have an influence on the SEN Policy these will be updated within a term.
- Staff will collate information about how effective the SEN Policy and Provision has been during the past year in helping to identify and assess children with difficulties to share at half-termly staff meetings.
- A general review will be made of progress made on IEP's, discussions at staff and management meetings, parental and external agency views, inspections and complaints on an annual basis.
- Parents/carers who have a child with SEN will be asked to express their opinions regarding their child's provision and its effectiveness. This will be discussed at half-termly staff meetings.
- Staff will discuss whether they feel the procedures have helped them to enable the children to make progress by providing an appropriate and inclusive curriculum.

Links to other policies: -

Equality and Diversity Policy
Settling in/Transitions Policy
Safeguarding Children Policy
Working in Partnership with Parents Policy
Behaviour Management Policy
Health and Safety Policy
Complaints Procedures
Confidentiality Policy
Employment Policy
Admissions Policy

Responsibility

- Ullesthorpe Pre-School will ensure that all staff, parents/carers, volunteers, and others involved in its work will follow and implement this policy.

Special Educational Needs and Disabilities Policy

- The managerial responsibility for this policy will lie with the Ullesthorpe Pre-School management committee and SENDCo.
- This Special Educational Needs Policy will be evaluated and reviewed by the management committee. Staff contribute on an annual basis and parents/carers will also be invited to contribute.
- We will listen to children's points of view and consider this when making and reviewing policies.

<https://www.england.nhs.uk/learning-disabilities/care/children-young-people/send/>

<https://childlawadvice.org.uk/information-pages/special-educational-needs/>

Examples of SEN:

Emotional and behavioural difficulties (EBD).

Autism, including Asperger Syndrome.

Attention Deficit (Hyperactivity) Disorder (ADHD/ADD).

Specific learning difficulties such as Dyslexia.

Obsessive Compulsive Disorder.

Communication difficulties.

Medical needs such as Epilepsy and Cerebral Palsy.

Mobility difficulties.

This list is not exhaustive.

To be reviewed Annually