

Special Educational Needs & Disability Policy

We provide a welcoming environment, with appropriate learning opportunities, in which all children are supported to reach their full potential.



Magdalen Gates
Preschool

Legislation & Guidance

- Working Together to Safeguard Children (2015)
- The Children Act 1989
- Equality Act 2010
- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The following sections of the Children and Families Act (2014)
 - Co-operating generally: governing body functions: Section 29
 - Children and young people with SEN but no EHC plan: Section 29
 - Children with SEN in maintained nurseries: Section 35
 - Using best endeavours to secure special educational provision: Section 63
 - SEN co-ordinators: Section 64
 - Informing parents and young people: Section 68
 - SEN information report: Section 69
 - Duty to support pupils with medical conditions: Section 100
- The Statutory Framework for the Early Years Foundation Stage(2107)
- The Special Educational Needs and Disability Regulations 2014

Aims

- We follow the DfE Special Educational Needs & Disabilities Code of Practice (2015).
- We aim for children to achieve the best possible educational and other outcomes
- We aim for children to become confident with a growing ability to communicate their own views and be ready for transitions to school.
- We follow safeguarding & welfare requirements in the EYFS
- We have arrangements in place to support children with SEN or disabilities, a clear approach to identifying and responding to SEN and we recognise the benefits of early identification
- All our staff are alert to emerging difficulties and respond early, taking their responsibility to responding to individual needs seriously. Each child's key person provides continuity of care and understanding of needs in offering extra help and support to both parents / carers and the child.
- We work in partnership with parents and other agencies in meeting

individual children's needs, parents are informed at all stages of the process & are offered information on sources of independent help and advice. We involve the child as appropriate.

- We regularly review and evaluate the quality and breadth of support we offer for children with SEN or disabilities
- We adhere to the Equality Act (2010) - see our equal opportunities and inclusion policy. We promote equality of opportunity for disabled children
- We ensure children with medical conditions get the support required to meet those needs. We record and administer any special diet or medication after discussion and written agreement from the parents / carers.

SENCO

Our SENCO is Leanne Whiting. Paula Watts is also SENCO trained. The role of the SENCO involves -

- Ensuring all practitioners understand SEN policy and procedures
- Advising and supporting colleagues
- Ensuring parents are closely involved & that their insights inform action taken
- Liaise with other agencies beyond the setting

Advisors - we work with achievement and inclusion advisors from Norfolk County Council. They can be contacted on - 01603 222300. LEA newsletters refer to SENCO briefing resources which can be accessed here with the code on the newsletter - <https://www.norfolkchildcarejobs.com/resources>

Early Support

Early Support Programme supports disabled children and their families to co-ordinated services and a single point of contact. See Early Support Programme: <http://tinyurl.com/ESprogramme>

Identifying needs

- We monitor and review the progress and development of all children while attending our setting
- Where a child appears to be behind expected levels, or their progress gives cause for concern, we bring together information from a range of sources to consider the child's needs
- If a delay in development or behaviour is thought to be due to other issues such as housing or family we offer help through the Family Support Programme (see below) Staff have attended Step-on training - see behaviour policy
- We take care to identify needs for children with English as an additional language. Delays relating solely to learning English are not SEN
- Where a child has significantly greater difficulty in learning than their

peers, we identify and intervene early to prevent greater difficulties later in life.

- SEN falls under 4 broad areas -
 - communication and interaction,
 - cognition and learning
 - social, emotional and mental health
 - sensory and / or physical needs
- Individual children may have needs across all of these areas & their needs may change over time
- Support we offer is family centred, considering the individual family's needs and the best way to support them

Provision for SEN and Disabilities

- We use the graduated assess / plan / do / review system for identifying, assessing and responding to children's special educational needs.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND (see attached).
- We provide resources to implement our SEND policy.
- We ensure the privacy of children with SEND when intimate care is being provided - see our Intimate Care Policy
- We access training for practitioners and volunteers.
- We raise awareness of any special equipment or services the setting has to offer eg. Makaton trained staff (the local offer).
- We provide a complaints procedure.

Procedures Followed

There should be no delay in making provision for a child's SEN.

We adopt a four stage approach - assess, plan, do, review.

1. Assess

We provide early assessment of a child's special needs by gathering information from parents, other early years workers, health visitors and other professionals to enable us to get to know the child's and family's needs. A home visit can be arranged by the preschool manager and SENCO if required to discuss this information, we encourage parents to share specific knowledge and expertise as we can learn from it and build upon it. Where applicable the child's views on their learning and interests are taken into account.

All information will be kept in a confidential file and will only be accessible with parental consent to relevant staff and professionals working with the child. We record:

- initial date of concern
- Parent's views
- Setting's views
- observations and evidence (learning journey)

- relevant background information
- Involvement - parents, keyworker, SENCO, Supervisor, staff, health visitor etc.

2. Plan

- Outcomes are agreed with parents, practitioner and SENCo
- The SENCo contacts other agencies if appropriate
- We write up an Individual Education Plan (IEP) - see attached
- Outcomes are planned in consultation with practitioners with relevant skills and training
- We train staff as appropriate
- The IEP includes - outcomes (targets), interventions (activities & experiences), support (people, time), expected impact on progress / development / behaviour, review date, the child's voice, parents and practitioners signatures.

3. Do

The Practitioner (the child's key person), is responsible for working with the child on a day to day basis, carrying out one to one or small group activities and experiences as detailed on the IEP

The practitioner (the child's key person) records day to day progress on an IEP monitoring sheet and in the child's learning journey as usual.

4. Review

The effectiveness of the support and its impact on the child's development is reviewed as agreed on the IEP.

Any changes to targets or outcomes are agreed and recorded on the IEP. And the cycle begins again, reviewing again after an agreed time.

This approach is led and supported by the SENCo working with the individual practitioners (child's key person)

IF LESS THAN EXPECTED PROGRESS IS MADE despite support and interventions as recorded on the IEP and IEP monitoring sheet, the child's key person and the SENCo will consider involving specialists eg health visitors, SLTs.

All the above information recorded will remain the property of the parents and will be passed onto them when the child leaves the setting. The setting will gladly liaise with future settings if required.

Transitions

SEN support includes planning for transitions between settings and to school.

The Family Support Process (formerly CAF)

Paula Watts has had training in the Common Assessment Framework (CAF). This training has been cascaded to other members of staff. The FSP is used to identify, at the earliest possible opportunity, a family's additional needs which are not being met by the universal services they are receiving, and to provide co-ordinated support to meet those needs from a variety of appropriate agencies. We follow a checklist to help us identify those children who might benefit from a FSP. See www.norfolkearlyhelp.org.uk

Attachments

- Support Plan sheet
- Support plan monitoring sheet

Links

- SEND code of practice
www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Norfolk early help www.norfolkearlyhelp.org.uk/
- Norfolk talk about <http://talkaboutnorfolk.co.uk/>

Guidance used - we refer to the following when writing our policies -

- Early Education and Childcare Statutory Guidance for Local Authorities - March 2017
- Early years Entitlements: Operational Guidance For Local Authorities and Providers - April 2017

Policy Updated November 2017

SUPPORT PLAN

Name Date set Date to be reviewed:.....

Child's Strengths/Can Do's.....

Child's targets	How to do it (activities, experiences)	Who?	How often	Resources needed	What parents could do at home	Expected impact on progress, development or behaviour	Outcome (to be completed for review meeting)
1.							
2.							
3.							

Date agreed:..... Signed by parent/carers:..... Signed by SENCo:

Child's Voice:

Support Plan Review Notes:

Date of review: Signed by parent/carers:..... Signed by SENCo:

