

Inclusion:

Supporting Children with Special Educational Needs and Disabilities (SEND)

Intention

At Handsworth Pre-School, all children, including those with special educational needs or disabilities, are welcomed, supported and enabled to thrive, develop and learn.

All children are entitled to an education that enables them to:

- Achieve their best possible outcomes; and
- Become confident young children with growing abilities to communicate their own views and who are ready to make the transition to compulsory education¹

Definitions

A child has SEN if they have “a learning difficulty or disability which calls for special provision to be made”. For a child aged two or more, special provision is education that is “additional to or different from that made generally for other children or young people of the same age”².

A disability is “a physical or mental impairment which has a long-term and substantial adverse effect on [a child’s] ability to carry out normal day-to-day activities.”³

Scope

The Early Years Foundation Stage Curriculum requires us to have regard to the SEN Code of Practice (Section 3) and to have in place arrangements to support children with special educational needs and/or disabilities.

The SEN Code of Practice requires us to take action to identify and respond to a child’s learning needs, where they have or may have SEN. The Equalities Act requires us to make reasonable adjustments to meet the needs of children with disabilities; and not to discriminate against a child on the basis of their disability.

This policy sets out how we meet the requirements of the EYFS, SEND Code of Practice and the Equalities Act. This policy sets out what we provide in addition to, or on top of, the universal offer that is available to all children at Pre-School. Children with special educational needs or disabilities are entitled to this universal offer, as well as the additional support we will provide. Our universal policies that are particularly relevant include:

- **Teaching and Learning** – setting out how we plan, deliver, and review the curriculum and learning opportunities for all children. It also sets out how we track and assess children’s development; and how we support transitions to school and other settings.

¹ The SEN Code of Practice 2014, updated April 2020. Chapter 5 “Early Years”

² The SEN Code of Practice 2014, updated April 2020.

³ The Equalities Act 2010.

- **Inclusion: Community Values and Positive Behaviour** – setting out how we encourage diversity, equality, and positive behaviour in Pre-School and across the wider Pre-School community.
- **Managing Health Care Needs** – setting out how we support children with serious or lifelong medical conditions, including those defined as a disability or where a Health Care Plan is required.
- **Parental Involvement and Behaviour** – setting out how we work with parents to support children’s development.
- **Admissions** – setting out our commitment against discrimination when admitting a child to Pre-School.
- **Maintaining Health and Safety at Pre-School** – setting out how we manage our environment to ensure it is safe and secure for children; and how we respond to emergencies.
- **Data Protection** – the information we hold on children, how we maintain and keep it safe, how long it is stored, and how it is shared.

The Principles of SEND Support

This policy also sets out how we reflect the principles of support for children with SEND, as set out in the Code of Practice. These principles are:

- Taking account of the views, wishes and feelings of the child and their parents.
- The involvement of children and their parents in decision making and providing families with sufficient and appropriate information to make decisions.
- Enduring the child makes good progress through effective support for them and their family.

Following these principles will enable us to:

- Support the participation of children (where age appropriate) and their parents in decision making.
- Identify needs and intervene early.
- Provide greater choice and control for families.
- Collaborate with other professions and services.
- Maintain the high quality of our provision.
- Offer inclusive practice, removing or reducing barriers to learning; and
- Support children in preparing for their next step (compulsory schooling or a new setting).

The remainder of this SEND policy sets out how we implement the statutory requirements.

Implementation

Early Identification and Early Intervention: “Assess, Plan, Do, Review” and A Graduated Response

The Teaching and Learning Policy sets out the steps we take to:

- Understand a child’s needs prior to or on entry to Pre-School.
- Plan to support a child’s development whilst at Pre-School.

- Deliver high quality learning opportunities, in line with the EYFS.
- Track a child’s progress, using “Development Matters”.
- Report to parents, including statutory reporting (the Two-Year Check); and
- Support transitions to Reception Year at school or to a new early year setting.

In addition to these steps, a child with SEND, or suspected SEND may also receive:

Additional assessment and tracking – if a child’s progress is consistently below what is expected for their age using Development Matters, we may assess track their development more closely using additional tools such as “Steps”⁴.

Individualised Planning – ‘My Early Years Support Plan’⁵ – this sets out a child’s strengths; their needs, as we get to know them; the activities, strategies and interventions in response; information about a child’s home and family life, and the other activities they access to support their learning and development. The Support Plan also includes a record of progress and next steps.

Support from Other Professionals – where appropriate, referrals may be made for assessments by other professionals including (but not limited to): speech and language therapists, occupational therapists, physiotherapists, educational psychologists. Where appropriate further referrals may be made to other clinics such as the Child Development Clinic (CDC) or the Social and Communication Clinic (SACC).

Where a child continues to make slower than expected progress; or the learning gap with their peers does not appear to be closing; or if a child is likely to need significant additional support when starting school, we may request an assessment for an **Education, Health and Care Plan (EHCP)**.

If a child’s developmental needs appear to be affected by housing, family or other domestic circumstances, or if a multi-agency approach is required to meeting their needs, we may make a referral to **Early Help**.

The Child’s Voice

Throughout our planning, ‘doing’ and review, we aim to reflect a child’s interests and views, communicated in the ways the child is able to do so. Examples may include ensuring that activities and resources reflect a child’s particular likes and interests and are which are specifically engaging and motivating to them. As far as possible, interventions and activities are delivered through play and in a way which fosters an irresistible desire to learn.

⁴London Borough of Waltham Forest programme taken from “ Early Years Development Journal”, DFE and Early Support

⁵ London Borough of Waltham Forest

Parental Involvement, Decision Making and Choices

In addition to engagement with our procedures for parental involvement, as set out in the Teaching and Learning Policy and the Parental Involvement and Behaviour Policy, if we know or believe a child has SEND we will:

- Talk to parents about our concerns, using evidence from our planned observations, tracking and records.
- Involve parents in the decision to put in place a Support Plan.
- Involve parents in writing the Support Plan.
- Involve parents in the regular review and updating of the Support Plan.
- Involve parents in the decision to make referrals to other professionals, clinics or services.
- Involve parents in the decision to request additional funding and support from the Local Authority, including through the Area SENCO.
- Involve parents in the decision to request an EHCP needs assessment; and support them through the process of issuing an EHCP, including providing information about other advice or support services⁶
- Provide information about informal opportunities to support parents, provided through the Local Offer, or otherwise. We do this through, for example, targeted information, and general notices published on our notice board or through our Facebook Group.
- Plan in advance a child's transition to another setting or to Reception, and in partnership with parents and the receiving setting.

Supporting Transition

In addition to the procedures set out in the Teaching and Learning Policy, the SENCO will liaise with the receiving setting to plan an appropriate transition, in support of the child's needs. This may include planning a longer transition period, facilitating visits to and from the receiving setting, and the sharing of information, records and paperwork.

Parents will be involved in transition planning and activities; and parental agreement is generally required for the sharing of records and information, in line with our Data Protection policy.

Partnership Working with Other Professionals

We welcome the support of other professionals, in helping to meet a child's needs. Where appropriate, we will include interventions, activities and outcomes planned by other professionals (eg: speech and language, educational psychology etc) in our Support Plans.

We will work in partnership with private professionals (eg: speech and language, occupational therapy etc) that families may have engaged to support their child.

⁶Eg: in Waltham Forest, SENDIASS

We will work in partnership with professionals from other services, eg: social worker, early help etc, where relevant to the child or family. We will participate in partnership (eg: Team Around Child, TAC) meetings as appropriate.

Where appropriate – for example, when a child has an EHCP – we will involve other professionals in reviews and evaluations of a child’s progress and Plan.

Removing Barriers to Learning

Resources, Equipment and Environment

The Teaching and Learning Policy and the Health and Safety Policy sets out the steps we take to ensure the resources and environment are accessible to all, age-appropriate and safe.

We will make reasonable adjustments to the Pre-School environment if necessary, to further ensure safety of and/or to remove barriers to learning for a child with a disability or a special need. As far as possible, we will make adjustments in advance of the child starting Pre-School.

Within the funding available, we will provide additional resources and learning equipment to support a child’s special learning needs or in response to their disability.

The Health and Safety policy sets out how we manage trips and outings. Where applicable, we may undertake additional risks assessments to identify any actions or support that may be necessary in relation to a child’s special educational need or disability. We aim to ensure that our activities, trips, outings etc are accessible to all children.

The Admissions Policy clearly sets out that we will not discriminate against children with SEND when offering places at Pre-School. The Community Values and Positive Behaviour Policy sets out how we support inclusive behaviour and positive attitudes across the Pre-School community and staff.

Funding

Where it is clear a child needs special support in Pre-School, above that we would normally provide for all children, we will follow Local Authority procedures to apply for additional funding to enable us to meet those needs.

When additional resources are allocated, they will be used to deliver the planned activities and interventions set out in the child’s Support Plan or EHCP.

Where applicable, we will encourage parents to apply for benefits such as Carer’s Allowance and/or Disability Living Allowance.

Where applicable, the Pre-School will access the Local Authority’s Disability Access Fund (DAF). Within the confines of the DAF available, funding will be used in support

of a child's needs, to make reasonable adjustments to our environment, or to provide specialist equipment.

If highly specialist equipment (chairs, walkers, hoists etc) are required, and cannot be provided either within existing funding allocations or through the relevant service, we will seek advice and further funding from the Local Authority in order to provide the necessary equipment.

If a child with a Support Plan is also eligible for Pupil Premium (PP), decisions on spending the PP will consider:

- i) The child's learning needs as set out in his/her Support Plan or EHCP; and then,
- ii) The child's wider developmental needs

Quality of Provision

Staff Roles and Responsibilities

All staff: are responsible for encouraging all children at Pre-School to thrive, learn and develop.

A child's **Key Person** supports the assessment, planning, doing, and reviewing of education and progress for their allocated key children, as set out in the Teaching and Learning Policy. The key person remains the parent's first point of contact to discussing all the usual aspects of Pre-School life.

If a key child has, or is suspected to have, a special educational need or disability, the Key Person will also:

- Work with the SENCO to put in place early interventions to support and encourage a child's learning.
- Liaise with the SENCO to track and review a child's progress, including using "Steps".
- Liaise with the SENCO to write and review a child's Support Plan.
- Liaise with a child's Learning Support Assistant when reviewing progress and planning next steps.

The SENCO (Special Educational Needs Co-ordinator)

The SENCO is Janet Cushing. She:

- Works with key staff to identify concerns about a child's progress and to put in place the actions to support them.
- Observes and assesses a child's learning needs, in more detail, as required.
- Works with the child's key person, parents, and other professionals to put in place the Support Plan(s) necessary.
- Makes referrals to, and work with, other agencies in support of a child's needs.
- Works with the Area SENCO, as required, to access additional support, advice and funding as required.

- Liaises with parents to discuss, plan for and review a child's progress as part of their special education provision.
- Liaises with parents and receiving settings, to plan for and support transition for children with special needs.
- Provides a source of information and advice to parents on outside referrals; specialist interventions, strategies, approaches etc that may help meet a child's needs.
- Completes referrals and records in line with requirements.
- Maintains and keeps up to date policies and procedures.
- Provides support, advice and training for staff.

Learning Support Assistants: where appropriate, and where additional funding is available through the Local Authority, Learning Support Assistant(s) may work under the direction of the SENCO to deliver or enable the delivery of the interventions set out in the child's Support Plan.

Training

The SENCO will have the knowledge and skills required to undertake her role. She will support other staff in understanding SEN, and strategies and responses that may be appropriate.

Where appropriate, training may be offered to key people and LSAs to develop the skills they may need to deliver the interventions set out in a child's Support Plan. If necessary, the costs of such training may be met from the additional funding available through the Local Authority, including Pupil Premium (if applicable).

Records, Review and Evaluation

A child's Key Person will maintain the usual records on children's progress, as set out in the Teaching and Learning policy.

The SENCO may keep additional records and observations to identify a child's needs, to evaluate the effectiveness of interventions, and to keep track of progress. The SENCO will also maintain the child's Support Plan and will keep records relevant to support referrals to other professionals, funding requests, EHCP needs assessments etc.

In line with the Data Protection policy, records will be shared with parents, unless there are safeguarding concerns. Records on children with special educational needs must be kept until the child is twenty-five years old⁷. Parents may request details of information held on their child – details are available in the Data Protection policy.

Support Plans will be reviewed, in partnership with parents, approximately once a term. EHCPs will be reviewed in line with the statutory timescale (at least once a year) and Local Authority guidance. Where appropriate, other professionals will be invited to attend EHCP reviews.

⁷ Children and Families Act 2014

This policy will be reviewed annually and updated in line with practice, statutory requirements, and guidance as appropriate.

Further Guidance and Relevant Legislation

Children and Families Act 2014

Equalities Act 2010

0-25 SEND Code of Practice (Updated April 2020)

Early Years Foundation Stage (2017)

Early Years Outcomes (2013)

Early Years Development Journal: Early Support and DfE (2008, updated 2012)

This policy was adopted at a meeting of	Handsworth Pre-school	name of setting
Held on	2 February 2021	(date)
Date to be reviewed	1 February 2022	(date)
Signed on behalf of the management committee		
Name of signatory	Jonny Cooper	
Role of signatory (e.g. chair/owner)	Chair	