

Equal Opportunities

Supporting Children with Special Educational Needs

Policy Statement

At Handsworth Pre-School we aim to provide an environment and a community in which all children, including those with additional needs, are welcomed, supported and enabled to thrive, develop and learn. We believe that all children are entitled to excellent standards of childcare and education. We work in partnership with parents and carers, and provide an environment that is safe and stimulating, to encourage all children to be happy, imaginative, confident and independent individuals.

This document sets out how we identify and support children who may need additional help to achieve the best possible outcomes. Pre-School children are considered to have special educational needs (SEN) if they have a learning difficulty or a disability that calls for special provision that is different or additional to what is ordinarily available to be made for them - or if they are likely to need special provision when they reach school age¹.

Roles and Responsibilities

Our Special Educational Needs Co-ordinator (SENCO) is Janet Cushing

Deputy SENCO: Awaiting appointment of staff member

It is the responsibility of all staff to support the development of their key children: observing and reviewing their progress within the Early Years Foundation Stage Curriculum.

The Key Person will:

- Assess, plan and review a child's progress.
- Deliver the actions identified in the planning stage, with support from the SENCO.
- Complete and maintain the appropriate forms and records to provide evidence of support for the child and the child's progress over time.
- Work in partnership with the SENCO to 'assess, plan, do and review'.

The SENCO will:

- Maintain an overview of all children's progress across the setting, with a view to the early identification of additional or special needs, working in partnership with the Pre-School Leader.
- Work with a child's key person to identify any early concerns about a child's progress.

¹ "Early years: guide to the 0-25 SEND code of practice" DfE, September 2014

- In partnership with the child's key person, ensure that relevant and purposeful action is undertaken to support a child's needs and records are maintained.
- Ensure all staff are aware of the law, good practice and individual roles and responsibilities, in relation to special educational needs.
- Work closely with parents to support and involve them in identifying a child's needs and in putting in place actions to meet those needs.
- Work closely with the Borough's Area SENCO and other Local Authority officers as appropriate; and follow guidance and procedures when making in particular, EHCP assessment requests.
- Work closely with professionals and agencies from outside the setting who can provide additional support. For example: speech and language therapists, educational psychologists, physiotherapists etc.
- Maintain and keep up to date setting policies and procedures in relation to special educational needs.
- Undertake relevant training to ensure her skills and knowledge are up to date and reflect good practice in the field of special educational needs.
- Advise the Pre-School Leader of any changes that might be made to the Pre-School environment or curriculum or other practice, policies and procedures to ensure that all children are included fully in our activities.

The Deputy SENCO will:

- Support the SENCO in her duties and deputise in her absence or if requested.
- Provide independent review, observations and advice in the setting at the request of the SENCO/Pre-School Leader.

Identifying and Responding to Children with Special Needs: A Graduated Response

Identifying Special Educational Needs

We aim to provide for all children a high quality learning environment, in line with the requirements of the Early Years Foundation Stage (2017). We aim to provide high quality teaching and support that is differentiated to meet individual children's needs.

The Key Person is central in planning for, delivering and reviewing individualised support for each child. The Key Person will maintain records on a child's progress, assessing their learning and needs against the framework provided by the Early Years Foundation Stage and Early Years Outcomes.

Where appropriate, the Key Person will tailor their provision and play to help encourage children to develop and to focus on any particular areas where they consider an individual may need some additional support or help.

We assess a child's progress regularly against the Early Years Outcomes. These assessments are reported to parents through the Development Check² completed 6-8 weeks after a child starts; and at the end of the school year. At other times, a child's progress is summarised in their tracking document, which is available for parents to view on request at any point.

Where a child's progress may not be in line with expectations, a key person will plan activities to stimulate play and learning to meet needs. If the child's progress continues to cause concern, the Key Person will discuss the child's needs with the SENCO and the child's parents. Setting-based interventions (small group work, one-to-one or specially structured activities) may then be planned and put in place. The Pre-School may also seek support from our Area SENCO with a parent's permission, to help us shape our learning programmes for the child.

At this point, the SENCO may also suggest that a "My Early Years SEND Support Plan" is put in place to identify the child's needs and the action that the setting (and sometimes the parents) are taking to support the child. Sometimes this may include referrals to outside professionals such as Speech and Language Therapists or Educational Psychology. Parents are central to establishing these plans and will be central to our discussions.

Supporting Special Educational Needs

Where a child continues to make slow or no progress despite the additional support provided by the Pre-School and the parents, we will discuss appropriate next steps with the Area SENCO and parents. This may include the need to make referrals to other professionals if this has not already been done. Referrals may be made with a view to progressing to an assessment for an EHCP; or to support our own ongoing interventions.

Where other professionals are involved, the Pre-School will ensure that learning plans and recommendations are taken forward in actions and interventions for the child.

Children Coming into the Setting with Identified Special Educational Needs

All children are welcome at Handsworth Pre-School and our Admissions Policy is inclusive. We do not discriminate against children with special educational needs.

Children with a diagnosed special educational need who are new to the setting will be supported in the ways identified above. The SENCO will speak to the child's parents in advance of their joining the setting, if appropriate, to establish

² The Development Check also delivers the '2 Year Olds Check' as required by the EYFS. At Handsworth Pre-School we complete this as a universal progress check for all our children. Please see our Curriculum Policy for further information.

an understanding of the child's needs. The SENCO and the child's key person, when allocated will work in partnership with the parents to help support the child's settling in. The SENCO and the child's key person will work with the parents to assess the child's needs, plan to deliver the appropriate support, do relevant interventions and review the outcomes and the child's progress. A Support Plan will be completed in partnership with the parents.

Where a child comes into the setting with an Education, Health and Care Plan we will work with the family, Local Authority and relevant other professionals to deliver the actions set out in the Plan.

Reviewing Plans, Policy and Procedure

My Support Plans are reviewed every 6-8 weeks (approximately every half term) in discussion with the SENCO, key person and parent.

Education, Health and Care Plans will be reviewed in line with the timetable set out in the Plan.

This Policy will be reviewed annually.

Records and Data

The SENCO will evaluate, review and update appropriate files to support inclusion within the setting. These may include:

- A summary record of the state of play for each child being supported for their learning needs
- Appropriate common forms and formats; and associated guidance
- Guidance from the Local Authority on referral pathways and next steps
- Guidance from the Government on statutory duties, the SEN Code of Practice and other relevant documents
- Contact information for Area SENCO and other relevant professionals.
- Information from charities or other specialist bodies on specific conditions or other good practice guidelines as relevant to children's needs.

The key person will keep a child's Early Learning Record and tracking documentation.

Data and records may be shared with outside agencies as appropriate subject to parental agreement. Data may be shared without parental consent in cases where Safeguarding is considered to be an issue. In such instances the SENCO will discuss the appropriate next steps with the Safeguarding Lead or the Pre-School Leader.

Parent Partnership

We will work with parents closely in supporting a child's special educational needs. Parents will be engaged and involved at all stages. They are integral to the plans and activities in support of a child's development.

The child's key person remains the initial contact point for parents but the SENCO will be involved in discussions, reviews and assessments as appropriate.

Parental involvement will be sought when writing Support Plans and when referrals to outside professionals and/or support from the Local Authority Inclusion Co-ordinator is needed.

Partnership with other agencies

We will work with outside agencies as necessary and appropriate. This includes:

- Professionals or specialists (e.g. physiotherapist, speech and language therapist etc.) who may already be working with a child, as informed by parents when a child first starts.
- Professionals or specialists who may come to work with the child whilst they are with us following referrals made by Pre-School or others.
- The Area SENCO.

We will support a child's transfer to another setting, in discussion with the parents, and working closely with the receiving organisation.

Resources & Staff

We provide human and financial resources to implement this Special Educational Needs/Inclusion Policy and the role of the SENCO and Deputy SENCO.

We raise awareness of any specialism the setting has to offer e.g.: Makaton trained staff.

The SENCO and Deputy SENCO will receive initial and ongoing training in support of their roles as appropriate to their needs and the needs of the children in the setting.

Review and Evaluation

The SENCO will review the effectiveness of the support for children with special educational needs with the Deputy SENCO and Pre-School Leader at least termly.

The SEN/Inclusion policy will be reviewed annually.

Further Guidance and Relevant Legislation

Legislation and Guidance from Central Government

Children and Families Act 2014

Equality Act 2010

Disability Discrimination Act 1995

0-25 SEND Code of Practice - January 2015

Early Years: guide to the 0 to 25 SEND Code of Practice - September 2014

Early Years Foundation Stage (2017)

Early Years Outcomes - Sept 2013

Local Authority Guidance

Making an Education Health and Care Plan Referral

Guidance Document: Education Health and Care Plan Pathway

Pre-School Learning Association Good Practice Guide:

SEN Code of Practice - September 2014

This policy was adopted at a meeting of	Handsworth Pre-school	name of setting
Held on	21 January 2020	(date)
Date to be reviewed	20 January 2020	(date)
Signed on behalf of the management committee		
Name of signatory	Jonny Cooper	
Role of signatory (e.g. chair/owner)	Chair	