

## **Inclusion:**

### **Supporting Children with Special Educational Needs and Disabilities (SEND)**

#### **Intention**

The Pre-School welcomes all children and enables them to thrive, develop and learn. All children are supported to

- Achieve their best possible outcomes; and
- Become confident with growing abilities to communicate their own views; and
- ready to make their next step to school or to another setting<sup>1</sup>

#### **Definitions**

SEN is defined as “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”<sup>2</sup>.

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.”<sup>3</sup>

#### **Scope**

##### **Legal Framework:**

- The **Early Years Foundation Stage**<sup>4</sup>, Section 3, requires settings to have regard to the SEN Code of Practice and to have in place arrangements to support children with special educational needs and/or disabilities.
- The **SEN Code of Practice** requires settings 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.

Children with special educational needs or disabilities are entitled to the same (universal) educational opportunities as their peers. This SEND policy therefore also links to Pre-School policies on:

- Teaching and Learning
- Inclusion: Community Values and Positive Behaviour
- Managing Health Care Needs.
- Parental Involvement
- Admissions
- Maintaining Health and Safety at Pre-School
- Data Protection

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

<sup>2</sup> The SEN Code of Practice 2014, updated April 2020.

<sup>3</sup> The Equalities Act 2010.

<sup>4</sup> Statutory framework for the early years foundation stage, September 2021

## 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:

**Individualised Planning, Observation and Assessment – ‘My Early Years Support Plan’<sup>5</sup>** – 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, and in discussion with parents, 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, the Pre-School may discuss with parents’ further referrals to 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, the Pre-School will discuss with parents the option to 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, referrals to **Early Help** may be made, in partnership with parents.

### 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.

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<sup>5</sup> London Borough of Waltham Forest

## **Parental Involvement, Decision Making and Choices**

The setting SENCO will work with parents to share concerns and discuss options for a way forward.

Parents will be involved in decisions about next steps to support your child. This includes options to make referrals and put in place an Early Years Support Plan. If a Plan is put in place, parents are involved in the writing of the Plan and its regular review.

Parents are involved in decisions to seek further advice in supporting their child from the Local Authority, via the Area SENCO; and to apply for further funding to support the Pre-School in meeting their child's needs.

Parents are involved in decisions to request Education, Health and Care Plan (EHCP) needs assessments; and in the provision of specialist reports from the Pre-School as part of EHCP production. The SENCO will support parents throughout the EHCP process whilst the child attends the setting. The SENCO will also signpost additional or independent sources of advice or appeal as appropriate.

## **Supporting children with SEND during COVID-19**

The Pre-School will support children with EHCPs, those with EHCPs in process (not yet finalised by the Local Authority) and with SEND Support Plans in place or in process during periods when education is otherwise disrupted. Pre-School's COVID-19 Management Plan outlines the measures in place to support all children. In addition, children with plans in place or in process will receive tailored support from the SENCO and/or their key person. This tailored support may include:

- Priority allocation of places should the Pre-School be open to restricted numbers;
- Tailored resources to support education at home, delivered either in hard copy, by email or via Tapestry;
- Tailored contact with the SENCO or Key Person over the telephone; via Zoom or email.

## **Transition to school or to another setting**

The Pre-School will work with parents, and within the Local Authority guidelines, to support the transition of children with Special Educational Needs. Actions may include:

- liaising with the receiving setting to plan an appropriate transition;
- planning a longer transition period;
- facilitating visits to and from the receiving setting;
- and the sharing of information, records and paperwork, generally subject to parental agreement.

## **Partnership Working with Other Professionals**

The Pre-School welcomes the support of other professionals, in helping to meet a child's needs. Where appropriate, interventions, activities and outcomes planned by other professionals (eg: speech and language, educational psychology etc) will be included in Support Plans and delivered by staff in line with a child's needs.

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

The Pre-School will work in partnership with professionals from other services, eg: social worker, early help etc, where relevant to the child or family. Appropriate staff will participate in partnership (eg: Team Around Child) meetings.

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

## **Removing Barriers to Learning**

### **Resources, Equipment and Environment**

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

Additional resources and learning equipment required or recommended by other professionals will be provided within funding limits. When additional funding is received – e.g.: SENIF, EHCP top up, Disability Access Fund – this will be used to fund additional resources, equipment and staff training required to meet a child's needs.

Where specialist equipment is required, the SENCO will work in partnership with other professionals (e.g.: Physiotherapists; Occupational Therapists) to apply for funding for equipment, in line with Local Authority and Local Health Authority procedures.

The Health and Safety policy sets out how trips and outings are managed. Additional risk assessments will be undertaken to identify 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.

### **Funding**

Where it is clear a child needs special support in Pre-School, above that normally provided for all children, the Pre-School will apply to the Local Authority for additional funding to help meet the child's needs. At present, the Local Authority fund for supporting SEND in settings is called the SENIF (SEN Inclusion Fund).

If SENIF is granted, the additional funding will be used to deliver the actions and interventions set out in a child's Support Plan.

Top Up funding is allocated when a child's EHCP is finalised. This also is used to deliver the education actions identified in the Plan.

Where applicable, the SENCO 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 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 planning, doing, and reviewing of education and progress for their allocated key children, including those with known or suspected SEND. The key person maintains a child's learning journal on Tapestry, and a record of their work. 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**

As set out in the Teaching and Learning policy, a child's Key Person will maintain the child's learning journal on Tapestry.

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 old<sup>6</sup>. Parents may request details of information held on their child.

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.

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 (2015)

Early Years Foundation Stage (2021)

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

This policy was adopted at a meeting of	<b>Handsworth Pre-school</b>	name of setting
Held on	<b>18<sup>th</sup> January 2022</b>	(date)
Date to be reviewed	<b>18<sup>th</sup> January 2023</b>	(date)
Signed on behalf of the management committee		
Name of signatory	<b>Jonny Cooper</b>	
Role of signatory (e.g. chair/owner)	<b>Chair</b>	

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<sup>6</sup> Children and Families Act 2014