

Special Educational Needs and Disabilities Policy

At United Reformed Church Pre-school we provide an environment in which all children are supported to reach their full potential. We have regard for DfE 0-25 Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010. We provide an inclusive environment where all are treated as individuals.

- We provide practitioners to help support parents and children with special educational needs and disabilities.
- We ensure our provision is inclusive to all children with Special Educational Needs and Disabilities.
- We identify the specific needs of children with Special Educational Needs and Disabilities and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies using the Graduated Approach and the Assess, Plan, Do, Review cycle to meet individual children's needs. If necessary, when reviewing our practice and provision, we make adjustments.

Procedures

United Reformed Church Pre-school has designated a member of staff to be the Special Educational Needs Co-ordinator (SENDCO) and gives her name to the parents. Our SENCO is Mrs Anne Burroughs. This member of staff will ensure that the needs of the children are met and progress is monitored.

We ensure that as a setting we have regard to the DfE 0-25 Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010.

The Special Educational Needs and Disabilities Co-ordinator

Mrs Burroughs will:

- Gather information in consultation with the parents and keyperson.
- Complete a development profile
- Together with the parent and keyperson, identify easily attainable targets and agree a strategy which will be recorded on an Individual Support Plan.
- Set a review date.
- Ensure an SEND Inclusion Policy is in place:
- Ensure the Policy is put into practice
- Ensure the Policy is reviewed annually
- Ensure that observations and assessments of children with SEND are carried out including their strengths and areas to develop using the IAELD or Early Support Development Journal where appropriate
- Liaise with the keyperson and parents to complete the IAELD/development assessment and set a SEND Individual Support Plan where necessary.
- Gather evidence and co-ordinate support; working with colleagues to develop the child's skills through inclusive planning in line with Early Years Foundation Stage.
- Keep appropriate records which are regularly reviewed and monitored
- Ensure appropriate SEND Individual Support Plans are carried out and regularly monitored and reviewed through the Assess, Plan, Do, Review cycle as required by the SEN code of practice
- Promote a positive working relationship with parents/carers
- Develop links and liaise as appropriate with other childcare professionals

(Health Visitors, Early Years Advisory Teachers, Speech and Language Therapists, Inclusion Development Officers and Educational Psychologists) in order to support children in the best way possible promoting positive outcomes.

- Attend SEND training regularly to keep skills and knowledge updated and informed
- Advise and support colleagues by working alongside them, modelling good strategies and sharing knowledge and skills to develop inclusive practice
- Identify individual needs as a setting and arrange in-house training for staff as necessary
- Have an awareness of Early Support and the Families First Early Help Assessment.

We also:

- Ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.
- Ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is, as much as possible, suitable for children and adults with disabilities.
- We use the graduated approach system for identifying, assessing, planning, providing for and reviewing the children's special educational needs and disabilities (SEN code of practice 2014)
- All staff work closely with parents of children with special educational needs and disabilities to create and maintain a positive partnership.
- Parents are informed at all stages of the assess, plan, do and review cycle provision for their children's education. Children's progress and achievements are shared with parents on a regular basis.
- Parents are provided with information on sources of independent advice and support eg Hertfordshire Local Offer
- We liaise with other professionals involved with children with special educational needs and disabilities and their families, including transfer arrangements to other settings and schools.
- We liaise with the Inclusion Development Officer employed by Herts County Council, who may visit our setting to offer support. We also liaise with other agencies such as Health Professionals including - Health visitors, Speech and Language Therapists and the Local Children Centres.
- We provide high quality teaching within a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities
- We ensure that children with special educational needs and disabilities are appropriately involved at all stages of the graduated approach, taking into account the children's views, the parent's views and their levels of ability.
- We have a flexible and gradual settling in procedure which we will adapt for any child's individual needs
- At the United Reformed Church pre-school, we use a system for keeping records of the plan, do and review cycle for children with special educational needs and disabilities.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We provide a complaints procedure.
- We monitor and review our policy annually.

SEN support - The Graduated Approach

At the United Reformed Church pre-school, we use the graduated approach for all children with additional needs. Early action to address children's needs is critical to their future progress and to help improve their outcomes. This is essential in helping children to prepare for adult life. Where we identify a child as having SEND we will work in partnership with parents to establish the support the child needs. When we have identified the need to make special educational provision for a child with SEND we will inform the parents. At the URC, we adopt a graduated approach following the assess, plan do review cycle at each stage.

Assess

In identifying a child as needing SEND support, the keyperson, working with the setting SENDCO and the child's parents, will have carried out an assessment of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to the need of the child. 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 our setting. Where professionals are not already working with the setting, we would ask a parent to contact them. Should the parent wish us to contact them we will permission from the parent/carer for us to complete any paperwork or to further inform our planning for the child's individual needs.

Plan

Where it is decided to provide SEND support, we will meet with the parents/carer and will then agree the outcomes they are seeking, the interventions and support that will be put in place, the expected impact on progress, and set a date for review. We will take in to account where possible the child's views.

Do

The SENDCO and the child's keyperson, remain mainly responsible for working with the child on a daily basis. The SENDCO will oversee the implementation of the interventions or programme that has been agreed. The SENDCO will also support the child's keyperson in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support. All our staff within the setting however, has a responsibility for supporting all the children.

Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date in our setting. This will potentially be every 8 weeks (half termly). The impact and quality of the support should be evaluated by the keyperson and the SENDCO working with the child's parents and taking into account the child's view where possible. We will agree any changes to the outcomes and support for the child in light of their progress and development. Parents will be given clear information about the impact of the support provided and they will be involved in planning the next steps. This cycle of action will be revisited in detail to identify the best way of securing good progress. At each stage we will engage with the parents and hope they will engage with us as a setting. We hope that parents will contribute their insights to assessments, planning, the outcomes and the review of the actions that have been implemented.

At the United Reformed pre-school, under part 3 of the Children and Families Act 2014, we have regard for the revised DfE 0-25 Special Educational Needs and Disability Code of Practice 2014.

This code takes into account the Equality Act 2010.

The code states:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them:

Children have a learning difficulty if they:

- *Have a significantly greater difficulty in learning than the majority of children of the same age; or*
- *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the area of the local education authority.*
- *Are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.*
- *Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*

Special educational provision means:

- *for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school maintained by the LEA, other than special school in the area.*

For children under two, educational provision of any kind.

Identification and Action

The Code of practice on the identification, assessment and provision of Special Educational Needs recommends a graduated approach based within the setting (although external agencies can increasingly be involved)

A special educational need or disability may be identified for:

Short lengths of time, on one or more occasions

A prolonged length of time

Aims

At the United Reformed Church Preschool, we aim to:

- Work towards meeting the needs of all the children in our care, offering equal opportunities to play and learn.
- Promote each child's motivation, self confidence and independence
- Identify a child's special educational needs or disabilities as soon as possible
- Adjust our provision to a greater or lesser degree to ensure the needs can be met
- Continually monitor the child's progress
- Work closely with parents, and with any other agencies using an integrated approach through Team Around the Child where we will use tools such as Early Support and the Families First Early Help Assessment
- Make use of specialist skills (both internally and externally) where appropriate

Education, Health and Care Plans (EHCPs)

Hertfordshire County Council should conduct an EHC needs assessment for children under compulsory school age when the special educational provision required to meet the child's needs cannot reasonably be provided for the resources normally available.

- Where young children do not need an EHC plan, HCC must seek advice from the early years setting in making a decision.
- Families of children with an education health and care plan are entitled to a personal budget.
- 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, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf. Further information about EHC plan reviews and the role of early years settings is in Chapter 9, Education, Health and Care needs assessments and plans (SEN Code of Practice 2014 p86-87)

Local Offer

All local authorities must publish a Local Offer, this is setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they "expect to be available", local authorities should include provision which they believe will actually be available.

At the United Reformed Church Preschool, we have written an early year's offer which feeds in to the HCC Local Offer, please ask Mrs Burroughs for a copy should you wish to read this or you can also view it on our website.

Funding for SEND support:

Hertfordshire provide High Needs Funding for children with SEND who have an EHC Plan. If your child does not have an EHC Plan but has an identified need and is working with a professional from another agency we may be able to gain access different levels of funding on their behalf

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Child development Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

Working in partnership with other agencies

United Reformed Church Pre-school work in partnership with local and national agencies to promote the well-being of all children.

We do the following:

- Work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Have procedures in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing protocol, Safeguarding Children policy and the Special Educational Needs and Disabilities policy.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child/ren during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.1 Respecting each other	3.4 The wider context.	

Further guidance

Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)

Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)

Council for disabled children SEN and disability in the early years: A toolkit

Families First Assessment (2016)

Localoffer@hertfordshire.gov.uk

Legal framework

The Equality Act 2010

Children and Families Act 2014