**22 Special Educational Needs and Disability Policy (SEND)**

Our early years setting aims to foster each child’s development by recognising and responding to their individual needs, so that the process of education enables them to discover their individual and uniquely given vocation. Our pre-school community appreciates the goodness that is already present in each child. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

The pre-school adheres to the SEND Code of Practice (2014), provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

From September 2014, all Wirral children and young people who have significant special educational needs and meet specific criteria within a graduated response, may undergo an Education Health and Care (EHC) Assessment, which could lead to an EHC Plan. An EHC plan will replace the Statements of SEN and Learning Disability Assessments. Every EHC Plan is personalised to meet the needs and outcomes for each child or young person.

**Who is an EHC plan for?**

It is for children and young people who have complex and severe special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals.

Guidance says that EHC plans should be issued when the local authority considers the special educational needs of the child cannot be reasonably provided for within the resources available to mainstream early year’s provision, school and post 16 institutions.

**Aims:**

Every child in Pre-school should be able to experience success in an inclusive school environment

* The promotion of individual confidence and positive attitudes in children
* All children to receive appropriate educational provision through a broad and balanced curriculum which is relevant and differentiated, and demonstrates progression in learning
* Children with SEND to take part in all aspects of school's provision
* The needs and progress of each child should be identified, assessed, recorded and regularly reviewed
* Parents to be always involved in supporting their children
* The school to work with parents, professionals and support agencies
* That all staff and pre-school management members are responsible for SEND.

**Responsibilities:**

Managing Director (Emily Kendrick)

The managing director has responsibility for the day-to-day management of all aspects of the setting’s work, including work with children with SEN. The managing director agrees policies with the provider; works closely with the SENCO on the implementation of SEN and disability policies; and has an important role in enabling the SENCO to meet their responsibilities.

SENCO:

The SENCO works closely with the manager and with all practitioners in the setting; has responsibility for the day-to-day operation of the setting’s SEN policy, and for coordinating provision across the setting; and for supporting colleagues in all aspects of their work with children with SEN.

The role of the SENCO involves:

∙ Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting’s approach to identifying and meeting SEN

∙ Advising and supporting colleagues

∙ Ensuring parents are closely involved throughout and that their insights inform action taken by the setting

 ∙ Liaising with professionals or agencies beyond the setting

Many of the elements of the SENCO roles are explored more fully in the Early Years SEND toolkit.

All practitioners

In addition to the setting’s manager and the SEN coordinator (SENCO) all members of staff have responsibilities to disabled children and children with SEN and need to understand these and the setting’s approach to identifying and meeting SEN. Where a child is identified as having SEN, the Code of Practice envisages that the individual practitioner, usually the child’s key person, will lead the engagement with the child and the child’s parents, with the support of the SENCO, and remains responsible for working with the child on a daily basis.

**Partnership with Parents:**

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers. If a child’s progress in any prime area gives cause for concern, practitioners must discuss this with the child’s parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.

Parents have a wealth of knowledge about their children not only in their home environment but in a variety of other situations. It may be parents who first voice a concern about their child’s learning or development.

The child’s key person is likely to be parents’ first port of call. Each child must be assigned a key person. This is an EYFS learning and development requirement and an EYFS safeguarding and welfare requirement.

**Graduated Approach**

If differentiation has been implemented but has not enabled the child to make progress and they continue to have significant difficulties in learning and developing, further special educational provision will be made through a graduated approach. The graduated approach is a continuous cycle of assessing, planning, doing, and reviewing. **Assess-** by finding their strengths and their differences are identified. **Plan**- With parents, key worker and SENCo write a support plan with strategies on how to support the child. **Do**-Carry out planned strategies. **Review**-after 6 weeks, and meeting with parents to discuss progress. Once a specific need has been identified the key person, parents/carers and SENCo (with outside professional support as necessary) will work together to provide interventions that are additional too and different from those provided in the setting.

**Curriculum access and inclusion principles.**

Children with special educational needs will have opportunity to take part in all school activities, which are appropriate to them alongside their non- SEND peers (see Equalities Policy). Pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a child, sensitively, to work individually with a practitioner in order to acquire, reinforce or extend skills more effectively. Provision for children with SEND is intended to enable them to make the greatest possible progress in the context of the EYFS and in their personal development.

**Facilities for pupils with disabilities** (This will be reviewed as any other needs become apparent)

* Access into and within the building is on ground level.
* The school is partly adapted to provide easy access for wheelchairs to toilet facilities for adults and children.
* We have made sure that there are good lighting and safety arrangements for all visually impaired children. Our classroom provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, blinds) quiet areas are available should children need this facility.
* Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

**Links with Other Agencies, Organisations and Support Services**

The pre-school has access to a wide range of education, health and social services professionals through the Early Years Support Team.

**Arrangements for Transfer to Primary School**

* SEND records are transferred.
* There are opportunities for all children to visit their prospective primary school
* Children with SEND are given additional visits, if required, so that they will become more confident in the new situation
* Representatives from a child’s new Primary School can visit our pre-school in the summer term before transfer to meet parents and other children.

**References used:**

DfE (2014) Statutory Framework for Early Years Foundation Stage

SEN and disability in the early years: A toolkit