Version: 1

**Special Education Needs and Disability (SEND) Policy**

Introduction

Reepham Pre-School is committed to making our setting inclusive and accessible to all children and to make sure that children are able to reach their full potential. Our values highlight this by stating that we ‘encourage positive relationships between home and pre-school by valuing individual needs and promoting an inclusive envioronment’. All children have the right to access the Early Years Foundation Stage and all staff have a duty to meet the needs of all the children attending the setting.

We pay regard to the Special Educational Needs and Disability Code of Practice (statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), DfE 2014, on the early identification and assessment of children who have special education needs and/or a disability.

Aims

* To inform parents/carers of the procedures in place for any child who may be identified or already identified as having special educational needs and/or a disabilty.
* To define special educational needs and disability.

Definition of children with Special Educational Needs (SEN):

(Extracts from the SEND Code of Practice 2014; page 4

xii. A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she :

* Has a significantly greater difficulty in learning than the majority of others of the same age.
* Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

xv. For children aged 2 years or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young children of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under 2 years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014)

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Children’s special educational needs are generally thought of in the following four broad areas of need and support

* Communication and interaction
* Cognition and learning
* Social, emotional and mental health
* Sensory and/or physical needs.

There is often an overlap between disability and special educational needs. Therefore a child can be defined as being disabled, having a special educational need (SEN) or having both a special educational need and a disability (SEND).

Definition of a disability in children and young adults.

(Extracts from the SEND Code of Practice 2014; page 5

The Equality Act 2010 defines disability as:

‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairment such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN.Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

General Procedures

* Children with SEND will have access to a broad and balanced curriculum. We will provide high quality holistic support focused on the needs of the child, to ensure all children’s needs are met.
* We will aim to identify any additional needs for children at an early stage and with the parents or carers permission request a visit from an SEN advisor.
* We will support the child and their family through the assessment stages to ensure that appropriate educational provision is made for them.
* We will take into account the wishes of the child concerned, in the light of their age and understanding.
* We will take into account the views of individual parents/carers in respect of their child’s particular needs and work in partnership.

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* We will provide activities and learning experiences, and opportunities to match the needs of individual children, which will enable every child to achieve his/her educational potential, in a happy and safe environment.
* We will regularly review interventions for each child to assess their impact, the child’s progress and the views of the child, parents/carers and staff.
* Children will be encouraged and helped to overcome difficulties, successes will be celebrated and self-esteem will be promoted.

Procedures for Staffing

We have a named Special Educational Needs & Disability Coordinator (SENCO). This is Deborah Wray. The SENCO is responsible for monitoring the needs and progress of children with SEND. The SENCO will ensure that liaison takes place with parents/carers and with appropriate professionals as well as ensuring that the setting is up to date with current legislation and practice. However all pre-school practitioners will play a role in supporting children with SEND. We will ensure that all pre-school practitioners are aware of the importance of identifying and providing for those children who have special educational needs and/or a disability.

The SENCO is responsible for:

* Ensuring that all practitioners in the setting understand their responsibilities to children with SEND and are aware of the settings approach to identifying and meeting SEND.
* Advising and supporting colleagues.
* Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
* Liasing with professionals or agencies beyond the setting.

Procedures for Admissions

* Initially in accordance with Reepham Pre-Schools Admission Policy.
* All children, including those with identified special educational needs and or disabilities are admitted to the setting following discussions with parents/carers.

Procedures for Inclusion

* We will ensure that we encourage children with special educational needs and/or a disability to join in activities at pre-school.
* We will ensure that the necessary provision is made for any child who has special educational needs and/or a disability.
* We will assess the specific needs of every child and take the relevant steps to adapt our facilities and resources to meet the needs of everyone.

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* We will liaise with outside agencies regarding individual children’s educational needs as and when necessary.

Procedures for Identification, Assessment and Provision

* The procedure for identification, assessment and review and the graduated approach will be followed in accordance with the SEND Code of Practice 2014.
* All practitioners have a responsibility to identify children with SEND and support their development.
* We observe all children attending Reepham Pre-school. Through this observational process we aim to identify special educational needs early.
* Observations will be recorded to help us plan for the individual needs of the child which will demonstrate areas where additional or different support may be needed.
* Two year old progress checks in the prime areas of learning are addressed by the child’s key worker. Any concerns will be raised during the key worker/parent/carer meeting.
* If we identify a child who is making little or no progress we will consult with parents/carers and follow the SEND Code of Practice (2014) graduated approach.
* Once a child has been identified, their name will be placed on the SEND register (kept by the SENCO).
* We will establish procedures for ensuring unity of approach and continuity of provision with regard to children with SEND.
* Guidance and advice will be sought from outside agencies.
* The child’s key worker is primarily responsible for supporting those with SEND and ensuring that Assess, Plan, Do, Review documents as instructed by the SENDCO are implemented.

Code of Practice – Graduated Approach

Reepham Pre-school will use the graduated approach outlined in SEND Code of Practice (2014). If your child has been identified as having a special eductional need and/or disability we will follow the steps below:

**Setting Response**

* This is the stage at which Assess, Plan, Do, Review (APDR) are implemented.
* The SENCO together with the key worker will review and gather relevant information. This may include current observations, summaries and information from the child, the parents/carers and pre-school staff.
* The SENCO, the key worker, parents/carers and outside agencies, if involved, create and carry out the Plan. Reviews will take place regularly.
* Reviews will be carried out for as long as is deemed necessary. Evaluations will be made to ascertain whether the APDR cycle continues to be carried out.

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* If reviews carried out identify that further action is needed, then advice will be sought from outside agencies, if it has not already been done so.

**Multi-Professional Involvement**

* This is the stage at which Reepham Pre-school call upon specialist support from outside agencies.
* This can be actioned by a decision taken from a review, or if the SENCO after discussion with the key worker and parents/carers decide that outside agencies involvement is necessary.
* The SENCO draws together the information required and consults the external agency/agencies to be involved.
* The SENCO, the child’s key worker, parents/carers and the outside agencies draw up a revised APDR to reflect all outside agencies’ advice.
* The APDR is implemented and after an agreed time of not more than one term, progress is reviewed. As a result the child might revert to Setting Response or continue at Multi-Professional Involvement, with a revised APDR, or for the SENCO to carry out a referral for an Educational Healthcare Plan (EHC Plan).

**Educational Healthcare Plan (EHC Plan)**

* This involves a number of outside agencies, where the child is given legal rights to additional support.
* Reepham Pre-school and the local authority have a duty to ensure that requirements within the EHC Plan are met.
* Funding will be sought if possible and when necessary to meet these needs. (SEND Code of Practice 2014).

Procedures for Partnership with Parents/Carers

* Parents/carers will be consulted and informed about their child’s progress regularly. Their views will be sought throughout their child’s time at pre-school and they will be invited to meetings/reviews.
* We will seek parents/carers views in an atmosphere where they feel comfortable. We will aim to communicate clearly in an ethos that demonstrates the feeling of working together for the good of the child.
* Privacy and confidentiality will be a priority and where possible adhered to.
* We ask for relevant details from the parent/carer about special educational needs and/or a disability on the Reepham Pre-school registration form.
* Pre-school staff will aim to build a strong relationship and to work closely with parents/carers in order to gain information and build on their child’s achievements, experiences, knowledge and understanding skills.

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* A record of all SEND parent/carer related communications will be kept in the child’s individual file.

Procedures for Liaison and Transition

* We will contact any other settings that your child attends and pass on any records made to new settings with consent from the parent/carer.
* The transition to school is an important and often daunting step for the child, parents/carers and pre-school staff. We willl ensure we liaise closely with the relevant school in order to make the transition as smooth as possible for the child.
* We will invite prospective teachers/SENCO’s into pre-school to observe the child in a familiar environment.
* We will ensure that meetings involving the SENCO, key worker, parents/carers and prospective class teacher takes place to discuss and share information regarding the needs of the child with SEND entering school.

Relevant Other Policies

Admissions

Confidentiality

Equal Opoortunities

This policy has been adopted by Reepham Pre-School.

Signed on behalf of the setting by:

........................................................................................ Committee

........................................................................................ Manager

Date:.............................................................

Review Date: pkl...............................................

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