

Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

9.2 Supporting children with special educational needs

Policy statement

We provide an environment in which all children, including those with special educational needs and Disability (SEND), are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2015).
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs and Disability Co-ordinator (SENDSCO) which all staff are informed about on the staff roles board and when they come for their induction. Our SENDSCO is: **Carole Tuck.**
- Within our **Admissions Policy 10.1** it states "In addition, priority will be given to Children in Care (also known as Looked After Children), children with special needs who have been referred by a social worker, pre-school specialist support teacher or SEND officer, and children referred by the traveller referral team."
- We work closely with the parents of children with SEND to create and maintain a positive partnership. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education actively involving them within this.
- We provide parents with information on sources of independent advice and support which may come from the Early Years Inclusion Advisor (If part of County Council Membership) or by visiting a SENDSCO drop in service run by the county council.
- We liaise with other professionals involved with children with SEND their families, including in connection with transition arrangements to other settings and schools.
- We work closely with outside professionals who are involved with children before they start at the pre-school. We encourage professionals to come and do observations and assessments within the setting and help with next steps in developmental learning and setting targets for the child on their ICP/targeted support plan.

- We provide a broad, balanced and differentiated curriculum for all children with SEND. This is through the graduated response, documents professionals may give, for example; Early years Development journal, Integrated scales or monitoring protocol for deaf babies and children. We may also use the graduated response if needed.

Role of the SENDco

As identified in the SEN Code of Practice the SENco should:

- Ensure all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- Advise and support colleagues in identifying and responding to emerging needs and SEND.
 - Ensure parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaise with professionals or agencies beyond the setting.

This includes:

- Continually develop practice in relation to SEND, which includes Cambridgeshire's SENCo DP course and yearly SENCo refresher network and briefing.
 - Advising on and supporting the implementation of the graduated approach to SEND (Assess, Plan, Do, Review).
- Co-ordinating and overseeing the day-to-day operation of the setting's SEND policy (including reviewing the policy).
- Signposting support and co-ordinating referrals, and seeking support from outside agencies where appropriate.
- Making links with other education settings and outside agencies.
- Ensuring records relating to SEND are kept up-to-date.
- Supporting the key person and room leaders in effectively engaging with parent's and carers of children with emerging needs and SEND.

Role of all Practitioners

The practitioners should:

- Support children with SEND, this is the responsibility of every practitioner.
- Have high aspirations for every child.
- Ensure they understand the policies of the setting relating to identification and supporting children with emerging needs and SEND.
- Have a good knowledge of child development which is reflected in observations and assessment, identifying those children who have emerging needs.
 - Ensure that the prime areas underpin practice, this is particularly important where children are in early stages of development.
 - Identify appropriate next steps for children with emerging needs and SEND that effectively support children to progress through small steps.
 - In collaboration with Setting SENDco implement the graduated approach of assess, plan, do and review when there are emerging needs and SEND.
- Work with the SENco to support the development and use of strategies and skills relevant to support children with SEND.

Whole Setting Culture for Supporting with SEND

This is shown by;

- Adaptions are routinely made to remove barriers to learning and development.
- Clear procedures are in place to enable seamless transitions.
- Emerging needs and SEND are identified early and are effectively responded to.
- There is clear responsive and accountable leadership that supports a culture of inclusion.
- There is a shared understanding of SEND across the setting.
- High quality teaching enables children to make progress.
- Parents are equal partners and participate in the assessing, planning, delivering and reviewing of provision.
- Continuing Professional Development supports SEND practices.
- Cohort analysis is routinely undertaken and actions address trends to narrow the gap.
- High priority on supporting children to communicate (their needs and wishes and make contact with others).
- Expectations are high for all.
- Children are supported to make relationships with adults and peers.

Early identification

“Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN.” (SEND Code of Practice 5.4)

At Witchford Rackham Pre-School we have robust assessment arrangements in place to help identify delay in any area, particularly the prime areas. We do a 2 year check for a child before their 3rd Birthday unless a previous setting or other childcare provider has done it. If we have concerns we may, with parent permission, contact the Health Visiting team to see if concerns came up at their 2 year check with them. The document we can use to help with assessments is:
-Development Matters

We give to all parents on their child's taster session a copy of 'What to Expect When' so that they can refer back to this when reading observations which have been put onto Tapestry and ages and stages from 'Development Matters' have been selected and to raise any concerns they have about their child's development and any areas they have noticed delay within.

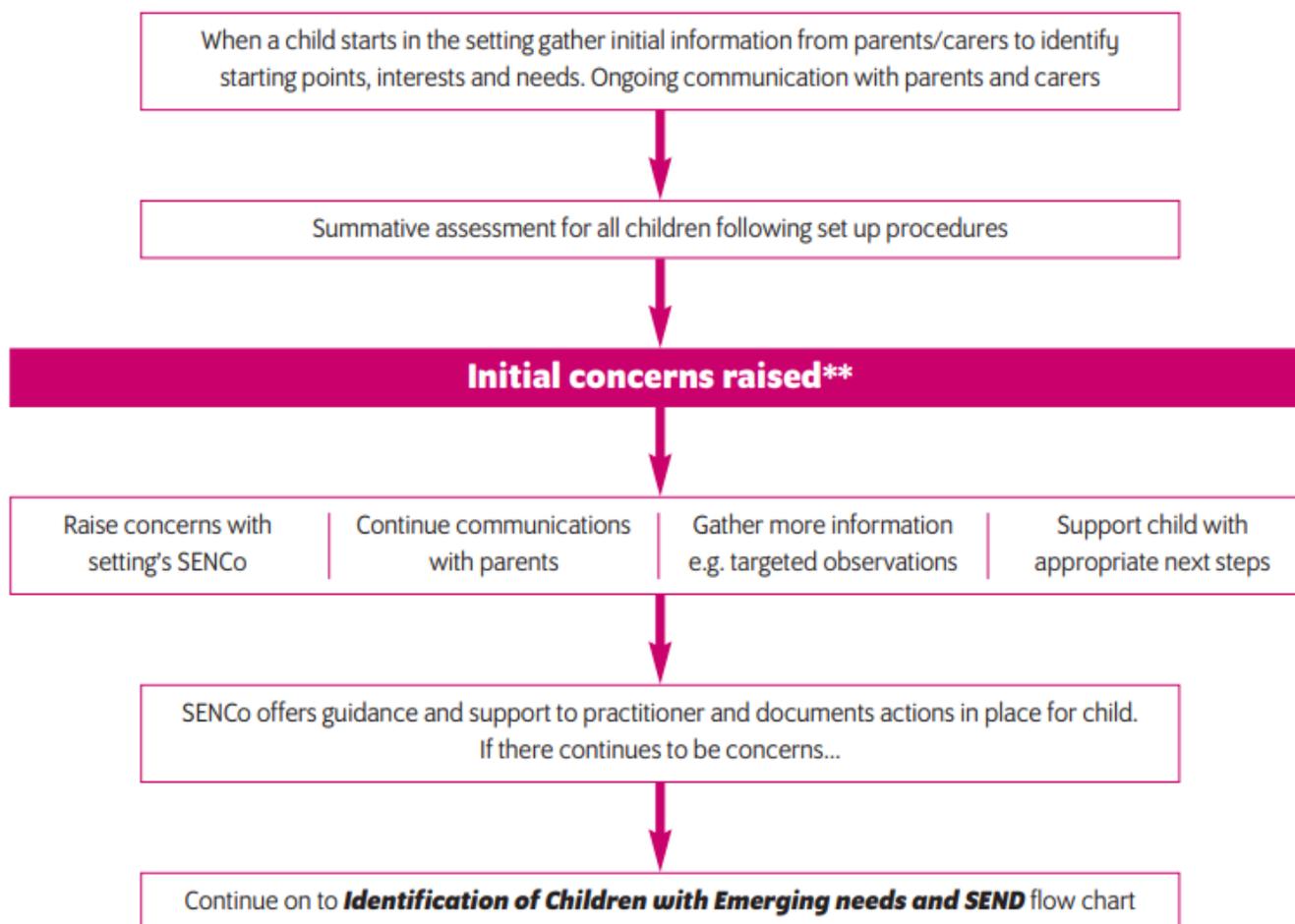
The Early Years SEND toolkit provided by the Cambridgeshire County Council have given advice on possible warning signs, helpful strategies and possible actions for APDR (Assess, Plan, Do, Review). These can be found on pages 14- 19 and separated into;

- Cognition and learning
- Speech, Language and communication
- Social, Emotional and Mental Health (Behaviour)
- Sensory
- Physical

The next 2 pages show the actions taken by a Key Person and SENDco when identifying children's emerging needs.

Identifying children's emerging needs

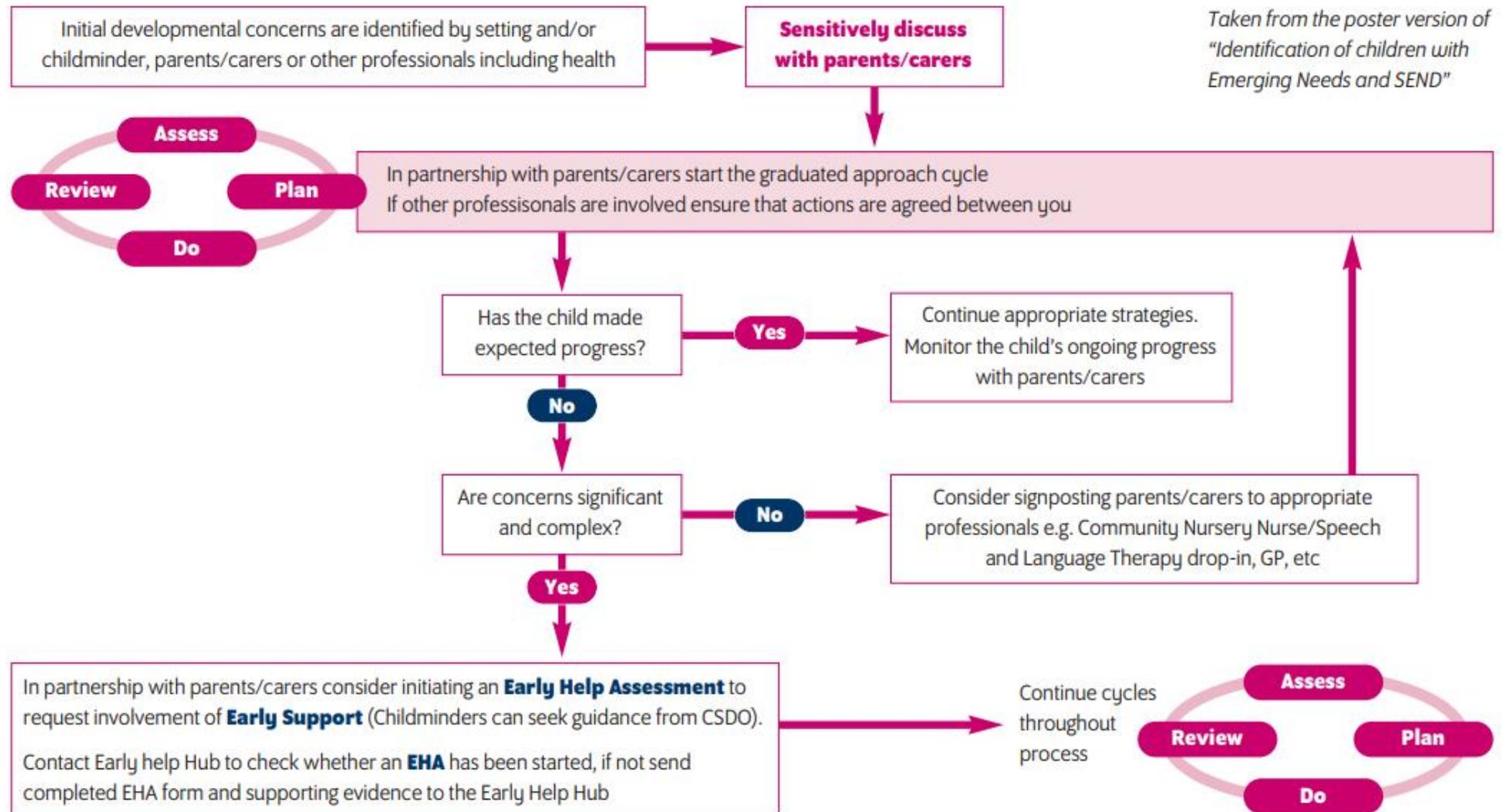
Actions for Key Person in identifying children's emerging needs



**Possible concerns

- Delayed Development in the Prime areas through EYFS summative assessment
- Concerns relating to specific difficulties e.g. hearing, speech, physical skills
- Developmental assessment is not as expected e.g. splintered, patchy or shows regression
- Significant concerns about behaviour

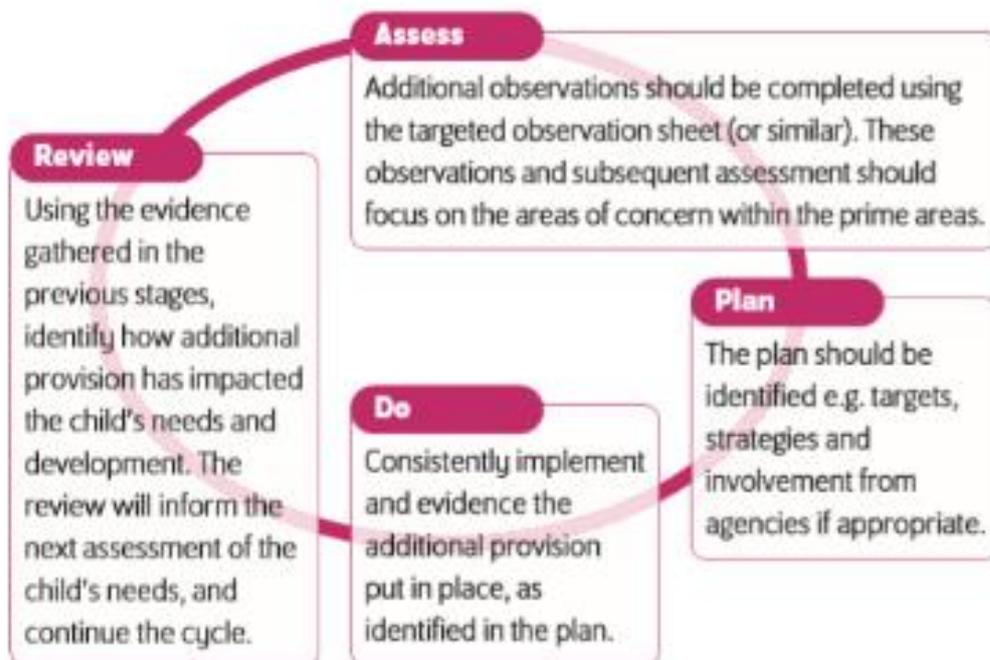
Identification of Children with Emerging Needs and SEND



Graduated approach

- We use a system of assess, plan, do, review when putting together Individual child's plan (ICP) or targeted support plans. Assessing is initially done through observations which practitioners do on all individuals within the setting. All ICP's and targeted support plans are done by the Key person and Setting SENDCO and reviewed every 6-8 weeks depending on the targets. Sometimes outside professionals will give targets they would like the child to work on whilst within the setting. ICP's or targeted support plans are adapted to integrate these areas. Running records are used to document/ track the child's progression at meeting the target. Detailed information is provided about what the adult does, what the child does, language and conversation as well as if the child is absent or not cooperating.
- ICP's and targeted support plans are done alongside next steps and assessments done in other areas of learning.
- ICP targets do not always have to only be worked on with the setting they can also be specifically for home as well. Parents need to be made aware of changes which have happened to ICP's and the reviews that have been done, providing information on how their child is doing with the targets at home but also in case further support is needed.

Assess, Plan , Do, Review Cycle



- If staff have any concerns about their key child and feel that support already in place is not helping the individual to achieve, the setting SENDCO will gain permission from parents to begin an Early Help Assessment (EHA) and begin the process for Early support or help from other professionals. The SENDCO can find

support on how to complete an EHA from the SENDco folder, the Knowledge Hub or by contacting the Early Years adviser.

- SENIF funding will be applied for if we feel additional support is needed to ensure the child's needs are met within the setting. This will be discussed with parents and they will be part of the process, helping to complete forms and giving their permission for funding to be applied for. If a child needs additional support more advanced than that which meets the criteria for SENIF funding an Education health care plan (EHCP) will be applied for to ensure the child has support within the setting, this is usually reviewed annually. Advice from professionals involved with the individual child will collated to enhance the application. We will ensure that we have Assess, Plan ,Do ,Review cycles and relevant documents needed completed to support these applications and identify what support we are in need of for the individual.
- Staff during staff meetings are informed about any changes which occur in legislation or codes of practice relating to SEND.
- Before a child starts with SEND a meeting is held with parents to gain information about how we can meet the needs of the children and whether any adaptations need to be made to the environment, routine, ratios etc for this. After this meeting the setting SENDco and key person will inform staff at a staff meeting about the adaptations which we will be making and how they can support the individual during free play/ the child's time at pre-school.

Further guidance

- Special Educational Needs Code of Practice (DfES 2015)
- Children and Families Act 2014
- Equalities Act 2010
- Early Years SEND toolkit (Cambridge county council)

This policy was adopted at a meeting of Witchford Rackham Pre-school

Held on _____

Signed on behalf of the
Management Committee _____

Name of signatory _____

Role of signatory _____

Date to be reviewed

