

SPECIAL EDUCATIONAL NEEDS POLICY

We aim to provide an environment where feelings of trust and respect are established with both the children and their families.

*We aim to provide an environment which will enthuse and motivate the children to learn.
We aim to provide a challenging education program that reflects the needs and the interests of the children*

At Birchwood Pre-School, all staff recognise that every child is an individual. We are committed to offering an inclusive play-based curriculum to ensure the best outcomes for all pupils, by catering for a wide variety of skills, abilities and needs. Our educational aims for children with Special Educational Needs and Disabilities (SEND) are the same as those for all children in our Pre-school. SEND may be experienced throughout, or at any time during a child's school life. We believe that every teacher is a teacher of every child, including those with SEND.

At Birchwood Pre-school we aim to provide every child with access to a broad and balanced education. This includes the delivery of the Early Years Foundation Stage (EYFS) curriculum, in line with the Special Educational Needs Code of Practice 0-25 Guidance (2014). As a Pre-school we aim to ensure that the needs of all our pupils are met. We strive to raise the aspirations and expectation of all pupils including those with SEND and provide and maintain equal opportunities for all. To achieve this, we aim to:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by collecting information from parents, health and care services and early year's settings prior to the child's entry into the school.
- Closely monitor the progress of all pupils in order to aid the identification of pupils with SEND. Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the EYFS Curriculum.
- We support parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the Pre-school alone.
- We ensure our provision is inclusive to all 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 monitor and review our policy, practice and provision and, if necessary, make adjustments.

Identifying Special Educational Needs

At Amblecote Pre-school, we adopt the definition of SEND as stated in the Special Educational Needs Code of Practice 0-25 Guidance (2014):

(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

The SEND Code of Practice is the official guide for teachers who work with children who have Special Educational Needs and Disabilities (SEND) and focuses on a family-centred system of care and education with spans four broad areas of special education needs and support, communication and interaction.

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

Pupils with SEND may have needs in one or more of the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

There are other factors which may impact upon progress and attainment. These include:

- Disability (the Code of Practice outlines that 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation - these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Early Years Pupil Premium (EYPP) grant
- Being a looked after child
- Being a child of serviceman/woman

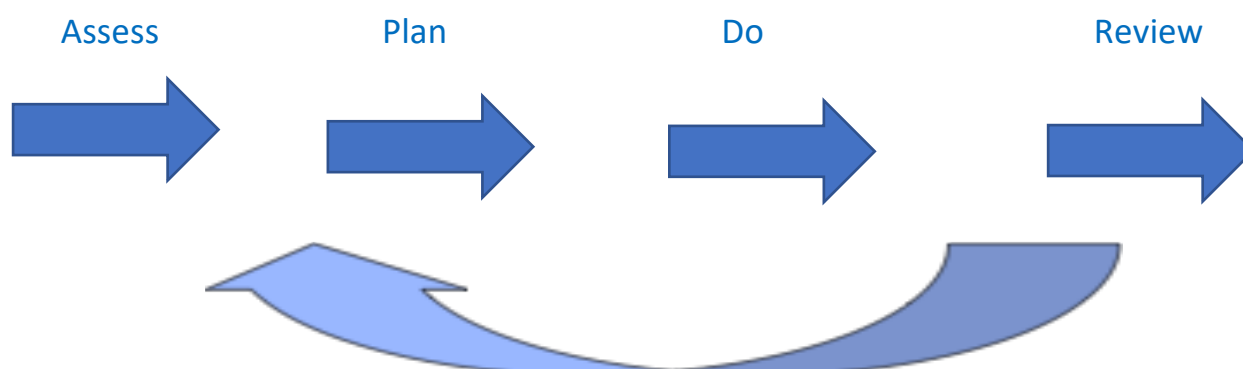
Supporting Pupils with SEND

At Amblecote Pre-school, all staff are expected to deliver high quality play-based teaching that is differentiated and personalised to meet the individual needs of all children, where children may be identified as experiencing a difficulty in their learning and development.

The Graduated Approach

For some children, a differentiated curriculum is not enough, and they require educational provision that is additional to, or different from that made generally for other children. In this case, a child will be recorded as receiving 'SEND Support' and parents will be formally advised of this. The aim of formally identifying a pupil with SEND is to help Pre-school ensure that effective provision is put in place and thus remove potential barriers to learning.

The additional support provided consists of a four-part process:



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

If EYFS staff have any concerns about aspects of a child's behaviour, learning and development, progress or well-being these concerns are recorded and monitored by the SENCO, parents are verbally notified with early concerns and an agreed time scale for monitoring of their child before further intervention may be required. The SENCO will input concerns and communication from parent meeting (face-to-face, telephone call or email). Observations will be made and a further meeting with parents will be arranged to share the findings, where a Monitoring Support Plan (MSP) maybe drawn up to support their child's needs. If the child is having learning difficulties in one or more

areas, the staff will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the staff will take note of the frequency and severity of the incidents and, if possible, adapt the Pre-school environment to help the child overcome the problems. A meeting will be held with parents and a behaviour plan may be drawn up to support the child - a meeting will be held with parents/carers to discuss strategies and will continually be assessed to support the child.

It may be necessary to refer the child to appropriate specialists support services, which play a vital role in helping the school identify, assess, and make provision for pupils with SEND. (Full list can be found in 'Plan' section overleaf).

Plan

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being implemented and the outcomes that is being sought. When the SENCO/Key Person and parents have identified the area of need for the child a **SEN Plan** is made to document the decisions to provide further SEN support for the child. This can include additional resources or support where there are significantly additional to, or different from those already being provided in the classroom to help the child to make progress.

A detailed analysis will be carried out of the child's needs, the Key Person and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. **This will be in the form of a 'narrative observation' using the Evidence Me app or written form, conducted to ascertain the needs of the child.** These observations will be discussed between the SENCO, manager, and Key Person to provide evidence on where the development of the child is requiring support. The SENCO can make referrals to other agencies and professionals if parents agree at this stage.

It maybe that the additional support may not warrant a referral to outside agencies, and therefore an application for Early Years Inclusion Fund (EYIF) - this is to provide help in Emerging Funding (EF) or Lower Level Funding (LLF) may be sought.

'The majority of children with special educational needs and/or a disability (SEND) will not require specialist resources or additional staffing to be successfully included in a setting; most settings meet the additional needs of children very well. However, some children with 'emerging or lower level' SEND may benefit from some additional funding to further support their identified needs for a period of time.

The Early Years Inclusion Fund (EYIF) is for two, three and four-year-old children in school nurseries or private and voluntary settings including childminders, who are accessing their early education entitlement. EYIF will focus on emerging and lower-level SEN i.e where a child requires some provision in addition to or different from the settings usual graduated approach to help children learn.'

Appropriate other specialists support services play a vital role in helping the school identify, assess and make provision for pupils with SEND. Services which we may draw upon include:

- Speech & Language Therapy Service (language and communication difficulties)
- Specialist Early Years' Service (SEYS) (for Pre-School children)
- Educational Psychology Service (Early Years only)
- Area SENCO
- G.P. linked referrals; Physiotherapy Service, Occupational Therapy Service, Paediatrician.
- Child and Adolescent Mental Health Service - CAMHS (under 5's)
- Health Visitor - community or linked to G.P.
- Physical Impairment and Medical Inclusion Service - PIMIS (visual/Hearing/physical/medical conditions)
- Autism Outreach Team - AOT (autistic spectrum disorders)

Referrals to these services will be made by the SENCO in discussion with the Manager/Key person and will always be shared and agreed with parents/carers. Any related staff development needs should be identified and addressed. Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

If any outside agency referrals are made and are involved with the child an Individual Learning Plan (ILP) will be drawn up and a meeting with parents will be made to discuss the points (where meetings face to face cannot be met due to social distancing and COVID restrictions - a telephone call or email will replace this). If specialist help is sought from Speech and Language they will provide specific activities for the child to partake in at home and at school, if **SEYS or EP** are involved an assessment in the setting will be made prior to any formal advice on learning and development strategies are formally put into place..

The child's Key Person, support staff and the Pre-school SENCO remain responsible for working with the child at least twice per week, overseeing the implementation of the ILP. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

The Key Person and SENCO will record the child's responses to activities on an ILP Tracker

Review

The ILP Tracker will be reviewed every 2 months by the SENCO/Key Person and parents. The views of other professionals who are also involved will be sought. They should agree any changes to the outcomes and support for the child considering the child's progress and development. Parents will have clear information about the impact of the support provided and be involved in planning next steps.

A revised ILP will be generated, and copies given to all concerned if required.

A review meeting of the Initial Registration Form will take place with parents/carers if the child in the setting exceeds the standard 12 month period, to ensure the most up to date details are held with the setting.

Referral for an Education, Health and Care Plan (EHCP)

Where, despite Birchwood Pre-school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, Birchwood Pre-school will consider requesting the need for an Education, Health and Care Plan (EHCP). This can only be prepared if the child is under **SEYS**, as a professional from this service is a requested criterion. The application for an EHCP when made for a child is still in Pre-school is called an Early Years Support Plan (EYSP) but is still an application for an EHCP. The outcome of both applications is the same format of EHCP. The application documentation is slightly different to ones that are made through school. The applications require a lot of detailed information from all agencies involved with the child and from parents/carers, once it has been completed the lead time for the application to be accepted/declined is approximately 14 weeks.

'The Special Educational Needs and Disability Regulations 2014 are made under the Children and Families Act 2014. ... The Regulations set out in detail what is required by local authorities (LAs) for assessing the education, health and care (EHC) needs of children and young people and, where necessary, drawing up EHC plans.'

Where a child has an EHCP/EYSP in place, 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.

Dudley Special Educational Needs & Disability Information, Advice and Support Service - Dudley (SENDIASS) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care. Pre-school SENCO's will signpost parents to this agency.

Medical Conditions

Children who have an existing medical condition; including asthma, epilepsy, diabetes, and anaphylaxis require the following procedures PRIOR to commencing in the setting, to ensure that full care can be given to the individual child:

- Letter from GP/Medical consultant stating the medical condition
- Health Care Plan prepared to support the medical condition (this needs to be prepared even if diagnosis is still awaited OR intermittent reactions)
- Staff training to support medical condition
- Risk assessments produced to ensure safety within the setting for all concerned - where applicable
- Physical Impairment Medical Inclusion Service (PIMIS) - where applicable

By implementing all of the above, the setting will therefore support inclusive practice to ensure the best care is given to the child and their family.

Where a child is under investigation for a potential medical condition, we require confirmation from medical professionals prior to the child starting at the setting.

Transitions

When a child moves from Birchwood Pre-school into Primary School a SEND support should include planning and preparing for transition, before a child transfers. This can also include a review of the SEND provision being provided or the EHCP/EYSP. To support the transition, information will be shared by our setting with the receiving setting or school. We will agree with parents the information to be shared as part of this planning process, on a need to know basis.

Administration and Inclusion Arrangements

Pupils with Special Educational Needs and Disabilities, but without EHCP/EYSP, must be treated based on applications from parents of children with SEN but with no EHCP/EYSP based on the Pre-school's published admissions criteria.

"Whilst LEAs and school can make any reasonable and objective admission arrangements in the event of over-subscription, those arrangements cannot be used to refuse admission to a child - or give the child a lower priority than other applicants - simply because the school considers that it cannot cater for his or her special educational needs" Circular 6.94 (para.34)

- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide resources to implement our SEND Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We ensure the effectiveness of our SEND provision by collecting information **from a range of resources, e.g. ISP/MSP reviews**, staff and management meetings, parental and external agency's views, inspections and complaints.
- We provide a complaints procedure.

Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice relating to the needs of pupils with SEND. The SENCO attends relevant SEND courses, including Dudley's SENCO Development meetings (termly) in order to keep up to date with Local and National updates in SEND.

The training can be as a result of specific needs for a child or a group of children in our care. E.g: Makaton training, behaviour management, emotional and well-being. The training maybe delivered as a whole team across the setting or with particular team members earmarked to attend specific training.

Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCo) Role includes:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating the early identification and assessment of pupils with SEND
- Co-ordinating provision for children with SEND
- To use a Graduated Approach system of Assess -Plan -Do- Review for children with SEND.
- To have systems in place for supporting children within this Graduated Approach.
- Liaising with and advising fellow EYFS staff.
- Liaising with outside agencies; making referrals, applying for LLF and HLF where appropriate.

- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- To ensure that the provision for children with SEND is the responsibility of all members of the setting.
- To ensure that our inclusive admissions practice ensures equality of access and opportunity.
- To work closely with parents/carers of children with SEND to create and maintain a positive partnership.
- To ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- To provide parents with information on sources of independent advice and support.
- To liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools.
- To provide a broad, balanced and differentiated curriculum for all children with SEND.
- At Birchwood Pre-school , we recognise that there is a continuum of SEND.
- At Birchwood Pre-school we recognise the 4 broad areas of SEN:
Communication and Learning, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical needs.

*This policy was reviewed by Claire Davis and Samantha Boone, April 2023,
Staff signatures.....(Hard copy only).
Next review date, April 2024.*