

SOUTHGATE



PRE-SCHOOL

Registered Charity No. 1164820

Supporting Children with Special Educational Needs and Disabilities (SEND)

Policy statement

At Southgate Pre-school we provide an environment in which all children are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have regards for the Equality Act 2010 regarding reasonable adjustment of provision to meet individual needs.
- We have in place a clear approach for identifying, responding to, and meeting children's SEND.
- We support and involve parents (and where relevant children), actively listening to and acting on their wishes and concerns.
- Preschool includes all children who attend our provision ensuring equality of opportunity supporting the Unique Child (EYFS Card 1.1).
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly 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 Co-ordinator (SENCO) and inform parents of her role. Our SENCO is Sharon Cole and our trainee/deputy SENCO is Emma Chipchase.
- The SENCO works closely with our pre-school colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND.
- The SENCO and deputy hold relevant qualifications to support children with SEND, they have had these qualifications since June 2013. They regularly update their training.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We list our SEND facilities and learning environment on the Local Offer. Which can be found at: <http://search3.openobjects.com/kb5/suffolk/infolink/home.page>

Southgate Pre-School is committed to safeguarding and promoting the welfare of Children, young people and adults at all times and expects everybody working within this setting to share this commitment.

- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEND support to ensure early identification of children with SEND.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes.
- The parents, key persons and the SENCO will identify the specific needs of children with SEND and meet those needs through using a range of strategies.
- Where appropriate, we take into account children's views and wishes in decisions being made about them, relevant to their level of understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework / Early Help Assessment and Education, Health and Care Plan (EHCP).
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEND. We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

The SENCO's role

- Ensure the objectives of the SEND policy are reflected at Southgate Pre-school.
- Ensure liaison with parents and other professionals in respect of children with SEND.
- Ensure that the staff understand and are familiar with and follow SEND practice e.g. early identification of any difficulties and target setting.
- To promote staff development in relation to SEND training for staff.
- To ensure that appropriate record keeping and observation and assessment procedures are in place and up to date.
- To carry out an SSP (SEND Support Plan) with the Key Person and child's parents/carers, to promote and encourage learning and development.

Admission arrangements for Children with SEND

We welcome all children and aim to respond appropriately to each child's background and individual needs. We ask parents to give as much notice as possible if a child is disabled or has special educational needs. This will enable us to explore with parents and with any outside professionals how we can provide more effectively for that child. We have regard for the Disability Discrimination Act 1995 now within Equality Act 2010 Part 111 that states, 'We take reasonable steps or make adjustments in order to ensure the service we provide is accessible to disabled children, young people and adults'.

Specialist Facilities and the Learning Environment

As a member of the Early Years Alliance we aim to provide the highest quality education and care for all the children. Children learn and develop through play in a warm and welcoming environment. Our pre-school is on the ground floor with accessible toilets. The spacious accommodation would allow easy access for wheelchairs. We are able to use different ways of communicating with a child e.g. Makaton Signing or use of Symbols. Our SENCO is trained in early identification of special needs and a majority of staff have attended Makaton training level 1-4. The setting will have due regard for the Equality Act 2010 (Disability Discrimination Act 1995) and will make reasonable adjustments as appropriate to meet needs. Funding will be sourced if appropriate and available.

Resources we provide for children with SEND

Staff are deployed within areas to work with children as appropriate. If a child requires a ratio of 1:1 with an adult, funding will be applied for and a suitable staff member employed.

We provide brightly coloured and sturdy equipment and resources which aim to meet a range of individual needs and development towards the Early Learning Goals. If additional specialist equipment is required parents and outside professionals will be consulted, including any additional funding requirements.

Identification and Assessment of children with SEND

In the circumstances of a child having or developing a special need during their time at Southgate Pre-school, 'The Graduated Approach' is used as explained below.

Graduated Approach

When there is a concern over a child it may be necessary to offer different opportunities or use alternative approaches to their learning. We will record the child's strengths and weaknesses through written observations which will be kept in the child's individual records alongside the online Learning Journey on Tapestry. Parents will be consulted and kept informed of these observations and approaches.

When we have observed a child and have agreed with parents there is a concern, our SENCO and key person will further discuss the concerns with parents. They decide with parents how we will further address and monitor the concern and will keep parents informed of actions and progress.

Education Health Care Plan (EHCP)

If the child's needs are such that ongoing support will be necessary a request for an education health care plan (EHCP) will be made in conjunction with parents and the Local Authority, Educational Psychologist / Early Years Advisory team. A decision to put the child forward for a formal assessment and procedures relating to the possibility of the child having a statement of Special Educational Needs will be considered. The setting will continue to carry out SSP's and reviews with advice from the relevant professionals and provide information to inform a formal assessment if required. If the EHCP is required then this will be reviewed annually.

Early Years Framework

We follow the Early Years Foundation Stage Framework to include all children. In our planning we show how we differentiate learning targets for children with SEND. Children have an SSP which outlines specific strategies used to support the child to achieve their targets. Our learning opportunities and activities are monitored and evaluated weekly during staff discussions. Observations of individual children are used to record their progress in their online Learning Journeys and/or towards SSP targets. The SENCO is responsible for making sure record keeping observations and assessment procedures are in place and up to date, with the child's key person. The SENCO and key person discusses with the staff how to adapt and change teaching styles to deliver learning activities to children with different individual needs. Our learning environment provides the following opportunities for all children to be included in the setting as a whole. We ensure children with SEND have equal access to indoor and outdoor equipment, activities, experiences, tasks, language and the environment in order to promote their learning. We will experiment with moving furniture or the position of activities to make them accessible. We will endeavour to seek funding or borrow special equipment such as resources, sensory equipment, differentiated play equipment or learning activities etc as appropriate. The SENCO will use different communication systems when necessary and the SENCO/key person and all staff will seek training in these systems and or act on advice from other professionals such as speech therapists, educational psychologists etc. We use adult support to offer inclusive play activities, both inside and out. Makaton is used freely throughout the continuous provision to ensure an inclusive universal communication is offered.

Complaints

If the parent/carer has a complaint about our special needs provision, then the following procedures can be taken.

- Talk with the SENCO, Child's Key Person, or settings Leader or Deputy.
- If this does not have a satisfactory outcome within two weeks, then the parent/carer needs to put the concern in writing to the chairperson within two weeks of the complaint.
- A meeting with the SENCO, Child's Key Person, Pre-school Leader, Chairperson and Parent/Carer would be arranged to discuss the concern.
- Written record of the meeting will be taken, signed and dated by all parties present and an Action Plan or SSP devised.

Monitoring and Evaluation of SEND policy

The SEND policy will be reviewed annually or when changes are required by the SENCO, Leader, Chairperson or legislation. Any alterations will be presented to the committee for approval.

The SENCO in conjunction with staff members monitor the practice. The SENCO will monitor how identification procedures have enabled staff to attend to children with SEND and whether children are attaining individual targets. The SENCO will organise efficient record keeping using guidance from practitioners within the setting and the guidance from 'Supporting Young Children with Special Educational Needs' from the Suffolk County Council website (Early Education and Childcare –information for providers) and the Special Needs Code of Practice 2014. The SENCO/Key Person will meet with parents/carers to review the SSP development and review process and collect parental feedback on how effective the provision has been for their child. The SENCO will ensure staff are aware of procedures of early identification, assessment and planning in relation to SEND and whether they feel these procedures have helped the child make progress.

SEND Training

The SENCO will attend county training courses for professional development and to obtain Suffolk Accredited SENCO Status. The SENCO will address training issues in relation to SEND for members of staff as appropriate. Staff will attend whenever possible in-house training on special needs arranged by Suffolk County Council and other professional. We offer a range of books and articles on special educational needs which are available for staff and parents to borrow at any time. Staff have opportunities to discuss practice, policy and procedures to do with SEND as and when needed.

Partnerships with Parents

Any concerns raised by parents/carers or within the setting will be discussed together with parents/carers to help plan 'Graduated Approach' and then possibly carry out an SSP. We will always gain written parental permission before our first contact with any professional outside our setting with regards to a specific child. Parents will be informed of the progress of their child at regular reviews of their SSP.

SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is available on our parent information notice board. SENDIASS can help parents who have any concerns about their child's education.

Their contact details are:

- SENDIASS Tel 01473 83271

We also seek support from 'Contact a family' who support parents/carers with children with SEND. Their contact details are:

- HELPLINE 0808 808 3555
- www.cafamily.org.uk
- www.MakingContact.org

Links With Other Early Years Settings

Southgate Pre-School is committed to safeguarding and promoting the welfare of Children, young people and adults at all times and expects everybody working within this setting to share this commitment.

Parents/carers have access to their child's Learning Journey online whenever they need to access it. They can read and give their input in verbal or written form to what they have seen. Comments are given to the Keyperson who liaises with the SENCO as necessary to keep the SENCO informed of support and progress. These records are kept on the computer at the setting to further assess the child's progress if needed. Children who are due to move to another setting will have their Learning Journey and tracker information sent to the new setting. This will support the parent/carer and new setting about the child and ensure a smooth transition. The learning journey can also be downloaded onto a disc for the parent/carer to have. This disc can be copied for the new setting or can even be printed off for easier access. We are required to ensure the next setting gets information from our setting about a child's development. Children who have SSP's will have formal meetings arranged with parents, keypersons and the school SENCO and staff due to support the child. We have strong links with the local primary school and the SENCO will share information about SSP's in meetings with primary teacher/school, SENCO or next setting/SENCO. Parents are continually reminded of the information sharing in which they give their permission for in agreeing to and signing their child's SSP's.

Links with Other Support Services and other Agencies

We have strong links with our Early Education Support Team at West Suffolk House and the local Children's Centre, who can advise and support the key person/SENCO through visits to the setting as required through the Suffolk Families Information Service (FIS) referral process. This telephone number is 0345 608 0033. We seek written parental permission to seek advice on an individual child and parents are invited to this meeting. We would ask for written permission to seek advice on an individual child from another professional/agency such as speech therapists, advisory teacher, physiotherapists and Early Learning Together workers etc.

During a pandemic or epidemic

During a pandemic or epidemic preschool will not always be able to hold meetings with parents or professionals face to face (this could include SEND meetings, parents evenings etc). In order to continue having good partnership and to be able to share information, meetings will be held over the phone, via email or over video link.

When sharing information parents will be given a letter from preschool asking for permission for preschool to share information about their child and the parents will be asked to return their permission back to preschool. If face to face meetings do need to take place then government guidelines will be followed at all times, ensuring everyone involved is kept safe and a risk assessment will be followed.

Further guidance

- Early Years Foundation Stage Statutory Framework (2021)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

Other useful Early Years Alliance publications

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years (2014)
- The Special Education Needs and Disabilities and Regulations 2014

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- Local Offer

Other Policies relating to and supporting SEND are:

- Safeguarding children young people and vulnerable adults
- Transition
- The role of the key person and settling In
- Valuing diversity and promoting inclusion and equality
- Admissions

Date: September 2024

Review date: September 2025

Signed on behalf of Southgate Pre-school: *S. Charlton (Committee Chair person)*