



# SCORTON VILLAGE PRE-SCHOOL

## POLICIES AND PROCEDURES

### Special Educational Needs and Disability

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# Special Educational Needs and Disability

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## **1. INTRODUCTION**

### **Related policies and procedures**

This policy is to be read in conjunction with Scorton Village Pre-School's following policies:

- Safeguarding and Child Protection
- Equal Opportunities and Diversity
- SEND offer

### **Representatives**

Beverley Brown is Special Educational Needs and Disabilities Coordinator (SEND-Co). Andrea Wright is Deputy.

## **2. SPECIAL EDUCATION NEEDS AND DISABILITY POLICY**

Reference was made to The Equality Act 2010, Children and Families Act 2014 and The Special Educational Needs and Disability Code of Practice 0-25yrs 2014 when writing this policy.

Pre-School aims to ensure an entitlement for all individual children including those with special educational needs and disabilities to a broad, balanced and purposeful early year's curriculum.

Parents have a vital role to play in supporting their child's education. We are committed to working in partnership with parents and understand the need for confidentiality with regard to meetings with parents and any records kept on children in our care.

The key person, SEND-Co (Special Educational Needs and Disabilities coordinator within the Pre-School) and all members of staff will all have an important role in the care and education of each individual child in the setting.

Parent/Pre-School partnership is vital and encouraged at all times within the setting. If a parent/carer has concerns about how their child is progressing they are encouraged to discuss this with their key person.

We are committed to ensuring each child's progress is monitored, recorded and evaluated in the setting. If these observations give cause for concern with regard to a child's progress we will ensure further recordings are made and parents will be notified.

For most children some simple differentiated approaches will be enough to build confidence and help the child develop. However at times, despite this approach it will become obvious that a child requires special educational provision.

The Special Educational Needs and Disability Code of Practice 2014 has a graduated approach set out below that will be applied to any child that has a significantly greater difficulty in learning than their peers or a disability that prevents or hinders a child from making use of our facilities and requires special educational provision.

### **3. SPECIAL EDUCATIONAL NEEDS AND DISABILITY PROCEDURE**

The Graduated Response

#### **Assess**

Valuable key person observations help identify and individual needs a child may have. Progress is regularly reviewed and the SEND-Co is informed of any changes or concerns. Further observations and records will be kept if concerns are raised.

#### **Plan**

Parents notified of any issues/concerns. The wishes and views of parents will form part of the interventions planned. An Action Plan, based on written records and observations, will show clearly agreed targets, desirable outcomes, support and how and when the process will be monitored and reviewed. All staff will implement the action plan. Further information on how the plan will look is on the Pre-School SEND offer.

#### **Do**

It is the responsibility of all staff to implement the plan. Parents will be advised on how they can implement the same or similar targets at home if they wish to do so.

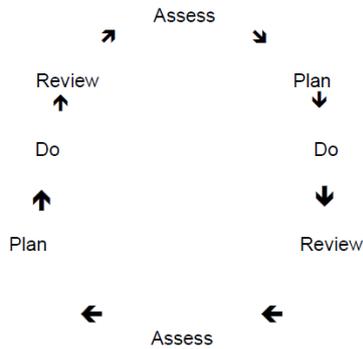
We will work in partnership with parents at all times.

#### **Review**

Dates will be set in advance to review the action plan and assess the effectiveness of the support given. At the review decisions will be made about whether the child will be:

- Placed back with the usual Pre-School monitoring system as they have made progress or
- Given continued support through revised interventions because they have made little or no progress over a given period of time or
- Referred for external support and or statutory assessment (see appendix A for further information)

The Graduated Response should be a continuous cycle



Pre-School will support and advise parents throughout.

### **Further Support for Children if considered appropriate**

With parents/carer's permission Pre-School SEND-Co will request involvement from the Inclusive Education Service for further support and advice.

## **4. SEND OFFER**

What Scorton Village Pre-School Offers Families and Children who have Special Educational Needs or Disabilities

This offer has been written with regard to The Equality Act 2010, The Children's and Family Act 2014 and The Special Educational Needs and Disability Code of Practice 0-25yrs 2014

### **Related policies and procedures**

This policy is to be read in conjunction with Scorton Village Pre-School's following policies:

- Safeguarding and Child Protection
- Behaviour Management
- Equal Opportunities
- Health and Safety

### **Representatives**

Beverley Brown is SEND-Co. Andrea Wright is Deputy.

### **The Unique Child**

All children are unique and have the right to a happy, safe and stimulating environment where their full potential will be met through a holistic approach appreciating each child's individual learning styles and wellbeing. Our aim is to ensure that every child reaches his/her full potential including anyone with special educational needs and/or disabilities. The child is always at the heart of all we do. We aim to build trusting, sensitive relationships with parents and children.

You as parents will feel confident in sharing any information that will help us provide the individual support that your child may need in the setting or at home. Before joining the group

you will already have met with your family's key person. Her role is to liaise with you to discuss the strengths and needs of your child and plan how best to give support. You will have the opportunity to 'stay and play' before starting in the setting and our flexible approach to your child's transition into the Pre-School ensures your involvement in preparing your child for their new experience.

Our setting has a SEND-Co (Special Educational Needs and Disabilities Co-ordinator) who can offer support and advice to your key person. The SEND-Co's role is to liaise with parents/carers, every practitioner and other professionals who are involved in the care and education of your child.

Should we become aware that your child has significant needs 'additional to' or 'different from' other children of their age we will discuss this with you and follow the approach below.

### **Positive Relationships**

The SEND-Co's Role in the Setting: SEND Support: Following the Graduated Approach –Assess, Plan, Do, Review as a continuous cycle.

#### **Assess**

The ongoing observational assessments are made for all children in the setting. They are linked to the **Development Matters** ages and stages of development set out by the **Early Years Foundation Stage**, the compulsory framework that all early years' providers are required to follow. In some cases this can identify individual needs. If this is the case further observations will be recorded and discussions will take place between the key person and our **SEND-Co**. We will work in partnership with parents, discussing in private our concerns. Your view is of paramount importance to us and will be taken into account as we plan any interventions and support for your child. Whenever possible your child will be encouraged to make a contribution to any future plans. Your child too 'will have a voice'. Should you as a parent/carer have any concerns about your child you can speak to your key person who can ask advice from the SEND-Co and decide together how best to support your family and your child. Pre-School can direct you to the professional agencies mentioned in this document below.

#### **Plan**

Our **SEND-Co** will explain how the **Action Plan** will be drawn up. The plan will be child-centred taking into account their preferences and will include agreed targets, desirable outcomes, relevant interventions and support, and how and when the process will be monitored and reviewed. These interventions will be shared with all staff. We will support you to implement the plan at home if you wish to do so. All targets will be specific, measurable, achievable, and realistic and time bound (SMART) Together we will recognise your child's strengths and needs. With parental permission, advice can be sought from the Area SEND-Co. His/her role is to advise and ensure that the **Action Plan** will meet individual needs and make recommendations should other professional intervention become necessary. The **SEND-Co** will work in partnership with your key person at all times.

## **Do**

Your child's key person, SEND-Co and all other staff working with your child will be responsible for implementing the interventions within the setting. We will offer you as parents/carers guidance on how to implement the same or similar interventions, if you wish to practice these at home.

## **Review**

We will review the plan regularly with you, usually every 6 weeks or according to individual needs. This will monitor and assess the effectiveness of the support and the impact it is having on your child's progress. Your key person and SEND-Co will work closely with you at all times. All records will be kept up to date and will be shared with you. With your approval we can use them for further assessment. When your child is showing progress and a new plan is not necessary we will continue to monitor using our usual observational and recording system. We can share successes, review less successful targets and further plan to meet your child's individual needs.

If your child is not making the progress we had hoped for we will decide on further interventions together and monitor more frequently. We will discuss with you the option of making external referrals if necessary and the local authority can be notified. It is possible that a Statutory Education, Health and Care Plan (EHC) may be needed to ensure special educational provision meets the needs of the child. The purpose of the EHC is to secure improved outcomes for them across education, health and social care. This in turn prepares them for the future. We are committed to ensuring that all relevant documents are up to date to help with this process. We will give parents/carers support and advice throughout the process.

If any professional agencies are involved in the care of your child they will be invited to attend the review meetings.

Scorton Village Pre-School works closely with many different external agencies. The Health Visitor and Doctor may make a contribution to the Action Plan. Referrals can be made to the Speech and Language Therapist (**SALT**). Other professionals may become involved in the development and care of your child. Families can access a number of services through the Health Care Service and include:

- Child Development Centre
- Physiotherapist
- Occupational Therapist
- Portage Worker and the
- Early Years Advisory Teacher (EYAT).

We have good links with the local Children's Centre and we can signpost parents to support available there through:

- Parent Support Advisors
- Inclusion Officers
- Social Care

Resources may be purchased using our delegated SEND budget. If it is felt that extra support is needed to ensure all individual needs are met the SEND-Co and other professionals will discuss this with you and together a decision will be reached. Inclusion funding is available. The level of funding is dependent on the level of need of your child. A panel will meet to consider all the reports and information submitted by ourselves and involved professionals.

All staff have some SEND training and our SEND-Co attends the SEND-Co networking meetings termly to update her skills and knowledge.

### **Enabling Environment**

Our **Learning English as an Additional Language Policy** clearly sets out our aims with regard to families who do not have English as their first language. Every effort will be made to ensure that documents can be translated for families. We will seek advice and support from the Community Cohesion Officer in our area to ensure smooth transitions for any child learning English as a second language.

Our building has wheelchair access. We have an **Intimate Care Policy** in place. Resources are carefully organised to allow every child the opportunity to access and use them in accordance with our **Equal Opportunities Policy**. If specific resources are needed we aim to use our SEND allocated budget to meet the individual needs of children in the setting.