



Policy Statement

At Burham pre-school we believe that every child should have the best possible learning opportunities and we therefore promote inclusive practice. We recognise that some children may have a particular special need or disability (SEND) and we take specific action to support and encourage these children and their families within a caring environment.

- We have regard for the Special Educational Needs and Disability Code of Practice (2015).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review [our/my] policy, practice and provision and, if necessary, make adjustments.

Procedures

We have 2 trained members of staff (Tracey Beechey/Tanya Best) to be Special Educational Needs Co-ordinators (SENCO) they Support Children with Special Educational Needs & Disability (SEND) by:

- Using the Code of Practise 2015
- Assist in identifying any difficulties a child may have, or barriers there may be to their accessing the full offered curriculum.
- Help plan for each individual child using a graduated approach and targeted plans.
- Ensure each key person works with the SEN to keep parents informed of progress.
- Reviewing this SEND policy each year
- Are aware of outside agencies who can help.
- Are able to liaise with our local Equality & Inclusion Team.
- Act as a resource for all staff with regards to SEN
- Keeping up to date on latest training and guidance

We work in partnership with parents and other agencies in meeting individual children's needs and to ensure this:

- We make sure parents are aware of the identity of the setting SENCO.
- We would not contact outside professional without parental consent unless our concerns were of a child protection nature.
- We make sure parents are involved at all stages of the assessment, planning, and review process, thus helping to improve their child's learning experience.
- We monitor and review our policy, practice and provision and if necessary, make adjustments.

¹ This includes disabled children with special educational needs

Early identification and intervention

- ◆ We make regular observations and assessments of all children's play and progress to enable early identification of learning difficulties or disabilities. If we find a child is not making appropriate progress in specific areas of learning we record any difficulties and discuss these with the setting SENCO and parents.
- ◆ As with all children we carefully monitor the progress of children with identified learning difficulties or disabilities.
- ◆ We will then create a targeted and/or personalised plan as appropriate with small achievable targets to help develop/support the child's identified needs, these plans are reviewed with the parents on a regular basis to monitor progress and agree next steps.
- ◆ We refer to the SEND Code of Practice 2015 audit tools to help us ensure we are taking appropriate action to support all children.
- ◆ We provide parents with copies targeted/personalised plans and information on sources of independent advice and support suggesting things they can do at home to support their child.
- ◆ If we feel a child needs, or the staff supporting that child need extra help will discuss this with the parents and then the SENCO who's first course of action will be to contact the Equality and Inclusion team for advice before attending an Early Years LIFT Meeting if appropriate to agree the best course of action.
- ◆ We will use advice from external agencies to update plans, decide on appropriate interventions and next steps.

Planning Support (Provision) for Children with SEND

We endeavour to provide a fully inclusive environment by:

- Planning approaches and activities which will ensure the progress of children with SEND.
- Differentiating the activities offered.
- Adapting our environment, materials and teaching styles.
- All staff will encourage children with learning difficulties and disabilities to share their views and feelings about activities provided and the physical environment.
- All staff will use a consistent approach to any behaviour issues and this will be agreed in advance with parents.
- We provide additional resources (i.e. extra staff) whenever possible to help to implement our learning difficulties/disability policy.
- We ensure the privacy of children with learning difficulties/disabilities when intimate care is being provided.

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- Where possible we provide staff with opportunities to undertake specialist training related specifically to learning difficulties and disabilities, to improve and update their knowledge and understanding within the setting.
- When additional funding is available, we will aim to have an additional member of staff for that funded session, this will enable us to provide extra support for children with learning difficulties. However, we cannot always guarantee 1-1 support without appropriate funding being made available.
- We are open and honest with parents at all times about what our setting can provide safely in the best interests of their child and others within the setting.
- Monitoring the preferred learning styles of all children.

Seeking additional funding

If a child's needs cannot be met from within the setting's core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority's inclusion fund (SENI). If a new or existing child is disabled, then the setting will check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund.

Statutory education, health and care (EHC) assessment and plan

If, after further consultation with the parents/carers and external professionals, it is felt a child's needs are severe and complex meaning they cannot be met effectively utilizing the resources and advice normally available to our setting, then a request would be submitted to the Local Education Authority (LEA) to carry out a Statutory assessment in order to consider issuing an Education, Health and Care Plan. (EHC) If an EHC is issued, we will work together with professionals and the parents, regularly reviewing the parent's plan.

- We will prepare by collating information about the child's SEND including:
 - documentation on the child's progress in the setting
 - interventions and support provided to date
 - evidence of external agency assessment, support and recommendations

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

- The local authority must inform the child's parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.
- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.

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- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents in the preparation of the plan ensuring that their views and their child's preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents have the right to request a particular provision for their child to be named within their EHC plan.
- If an early years setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

Transition Arrangements

We pass a transition records (plus the section concerning a child's SEND if applicable), plans and assessments on to a child's next school or setting with parental consent. The SENCO liaises with other practitioners working in other setting for any child who has a split placement and a transition meeting is arranged between the SENCO, the relevant school and parents to ensure a smooth transition.

We ensure that the provision for children with special educational needs and disability is the responsibility of all members of staff.

The Legal Frameworks for this policy are:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1975;1986;
- Children Act 1989;2004;
- Special Education Needs Disability Act 2001;
- Childcare Act 2006; 2016
- Education Act 1996;
- Equal Pay Act 1970;
- The Equality Act incorporating the Disability Discrimination Act (DDA) 2010
- Children's and Families Act 2014
- Early Years Foundation Stage Framework 2017
- United Nations Convention on the Rights of the Child 1989
- The Code of Practice 2015 Chapter 5 Early Years.

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This policy was adopted by: Burham Pre-school

On _____

Date to be reviewed _____

Signed: _____ (supervisor)

_____ (chairperson committee)