



Special Educational Needs and Disability Policy

St Helen's Pre-school is committed to making the setting inclusive and accessible to all children and to make sure that children are able to reach their full potential. All children have the right to access the Early Years Foundation Stage (2017) and all staff have a duty to meet the needs of all children attending our Pre-school ensuring we provide an inclusive environment for all children and their families.

We have regard for the Special Educational Needs and Disability Code of Practice: 0-25 years (statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), DfE 2015, on the early identification and assessment of children who have special educational needs and / or a disability.

Local Offer

The purpose of this 'Local Offer' is to enable parents, carers and young people to see more clearly what services are available for children with SEND in their area and how to access them. The 'local offer' includes early years' settings and all the information below forms our setting's current offer and shows how we provide for children with special educational needs and disabilities.

Information and services that St Helen's pre-school offer to children with SEND and additional information can be found:

Norfolk County Council Local Offer:

www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities

Definition of children with Special Educational Needs (SEND):

(Extracts from the SEND Code of Practice 2015; page 15/16)

- ❖ A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- ❖ A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- ❖ For children aged 2 years or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post 16 institutions or by relevant early

years providers. For a child under 2 years of age, special educational provision means educational provision of any kind.

- ❖ A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Disabled Children and Young People

- ❖ Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairment such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

We aim to foster an environment where all children are:

- Seen as children first
- Listened to and the voice of the child is valued
- Fully accepted and involved in all activities
- Encouraged and enabled to be as independent as possible
- Respected when care is of a personal nature

In order to meet the needs of all children, including those with special educational needs and / or a disability, we consider the following issues:

- Voice of the child
- Working in partnership with parents/carers and professionals
- Access
- Quality learning opportunities (planned and differentiated)
- Staffing levels – making sure these are adequate to meet a child's needs
- Training of staff
- Resources and equipment
- Challenging stereotypes and promoting positive attitudes amongst all children and staff
- Individual programmes, monitoring of progress and record keeping

St Helen's Pre-school will endeavour to ensure that all children are treated with equal care and respect. All children will be encouraged to take part in a range of opportunities and experiences. We will assess the specific needs of every child and take the relevant steps to adapt our facilities and resources to meet the needs of everyone.

Where a member of staff has concerns about the development of a child in one or more areas, this will be discussed with the child's parent/carers in partnership with the SENDCO in order to decide on the best way to meet the child's current needs. If appropriate, an individual support plan may be set up for the child, which will be reviewed on a regular basis.

St Helen's Pre-school will ensure that:

- Reasonable adjustments have been made to the indoor and outdoor environments to promote access for all
- Staffing arrangements meet the needs of individual children
- Policies are available to parents and are consistent with current legislation
- Children with special educational needs and disabilities have equality of access to facilities, activities and opportunities
- Regular liaison is maintained with parents/carers and other professionals

The role of the Special Educational Needs Co-ordinator (SENDCO)

We have a named Special Educational Needs Co-ordinator (SENDCO). The SENDCO is responsible for monitoring the needs and progress of children with SEND. The SENDCO will ensure that liaison takes place with parents/carers and with appropriate professionals as well as ensuring that the setting is up to date with current legislation and practice.

Our named SENDCO is **Julie Woodhouse**

The SENDCO is responsible for:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting

Admissions arrangements:

All children, including those with identified special educational needs and or disabilities are admitted to the setting following discussions with parents/carers to ensure we meet the needs of their child.

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Supporting children with SEND

- Families will be supported for as long as it takes for their child to settle. We want all children to feel happy and safe with us.
- Our SENDCO will work with all our staff to ensure our SEND provision is relevant and appropriate.
- We use the 'graduated approach system' for identifying, assessing and responding to children with special educational needs.
This means using a step-by-step response through the various levels of intervention which are:
- discussion of a concern;
- targeted support;
- specialist support;
- and Education, Health and Care Plan (EHC).
- Our SENDCO will explain how children's individual needs can be met by planning support using a written Support Plan (SP), EHC or Health Care Plan.
- The Keyperson will oversee the SP targets.
- SP targets will be reviewed and new ones planned by the child's Keyperson, SENDCO and parents.
- We access additional support from other professionals where necessary.
- Our SENDCO will work with all other staff to ensure implementation of the IEP and subsequent continuity of care and education by everyone.
- We ensure that parents are informed of your child's progress at all stages of assessment, planning, provision, monitoring and review.
- Learning Journals are available to view at any time and may be borrowed to take home, once signed out with Key Person.
- All documentation is kept securely to ensure confidentiality.
- Funding can be applied for to support your child.
- We have a responsibility to identify groups of disadvantaged children who attend our pre-school and we will apply for additional funding available locally, if families meet the certain criteria. We will use this funding to ensure support is in place to improve children's outcomes.
- Our SENDCO and Pre-school Manager has completed specific SENDCO training.
- Staff have attended training linked to specific needs and will attend further courses if required.

Working with other professionals

We have regular contact with the following professionals:

- Area SENDCO
- Early Years Advisory Teacher
- Health Visitors
- Speech and Language Therapist
- Local Children's Centre Staff (e.g. parent support advisers)

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Advice from professionals in other areas may be sought as a need arises, such as:

- Physiotherapist
- Occupational Therapist

There are many other professionals who we can contact regarding a child's specific individual needs

Moving on to school/or another setting

We hold transition review meetings to plan transition for a child into school/ other setting. As well as parents and pre-school staff, these could include foundation stage school teachers, school SENDCO, receiving setting staff and relevant professionals.

- We share all documentation such as Support Plans, early year's assessments, and observations with the next school/setting.
- We invite receiving school/setting to visit our pre-school to familiarise themselves with, and observe, the child and to share information in partnership with parents.

We do not contact other professionals about a child without parental consent unless there are concerns about child protection.

We operate an open door policy and our staff welcome families to visit our pre-school. We will aim to work together to include any child with special educational needs and disabilities.

This policy has been adopted by St Helen's Pre-School

Signed on behalf of the setting by:

..... Chairperson

..... Manager

Date: August 2017

Review Date: August 2018