

Title:	<b>SPECIAL EDUCATIONAL NEEDS POLICY (SEND)</b>
Outcome Statement:	We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.
To meet the standards as part of:	Early Years Alliance SEN Code of Practice, 2014 Ofsted
Applicable to & For use by:	All members of the pre-school setting: Staff, Committee Members, Volunteers, Parents / Carers
Appendices:	
Last reviewed:	<i>June 2024</i>
Reviewed by:	Hainford & Frettenham Pre-school Supervisor / SENCO / Chairperson
Date of Committee Meeting policy adopted at:	
Chairperson Name and Signature:	
Review Date:	Summer term 2025
Setting SENCO:	Jodie Girling
Deputy SENCO:	Louisa Coleman

## Definition of Special Educational Needs (SEN)

“Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they: -

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.”

*Special educational provision means: -*

- “For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area.”

See Section 312, Education Act 1998 in Special Educational Needs Code of Practice 2014

## Objectives

The objectives of **our** policy are:

- To identify and monitor children’s individual needs from the earliest possible stage within the Early Years Framework.
- To plan effective activities to meet the needs of children with special educational needs and ensure that the targets set on support plans are specific, measurable, achievable, realistic and time related, using the graduated approach.
- To involve children and parents/carers in the identification and review of the targets set for individual children, and where necessary those targets identified in their Individual Education Plans.
- To work in close partnership with, and involve, parents/carer of children who have special educational needs.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

## Roles and responsibilities

The Pre-School must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Ensure that where the ‘responsible person’ – the SENCO, manager or the appropriate person – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that staff in the pre-school are aware of the importance of identifying and providing for those children who have special educational needs.
- Ensure that parents/carers are notified of a decision by the pre-school that SEND provision is being made for their child.
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and

compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.

- Ensure that parental consent is given prior to any action taken.
- Remain confidential with regard to information regarding individual children.

The Committee play an important role in ensuring that:

- They are fully involved in developing and monitoring the pre-school's SEND policy.
- They are up-to-date and knowledgeable about the pre-school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the pre-school Improvement Plan and the pre-school's self-evaluation process.
- The quality of SEND provision is continually monitored.

### **SENCO's role**

Currently the SENCO is Jodie Girling, who is responsible for coordinating the provision of special educational needs throughout the pre-school. This will involve:

- Day to day operation of the SEND policy.
- Providing advice to staff supporting, liaising with them and where necessary the completion of Individual Education Plans.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Overseeing and maintaining specific resources for special educational needs.
- Liaising with outside agencies.
- Monitoring, evaluating and reporting on the provision for children with SEND to the Committee in conjunction with the designated responsible person (the Chairperson).
- Co-ordinating the range of support available to children with special educational needs. A child with additional needs may have regular input from up to a dozen people (sometimes more). While the child is attending the setting it is the SENDCO's responsibility to make sure that this input is coordinated – they will be supported with this by the local authority advisory staff.
- In conjunction with the manager, liaising with parents/careers of children with special educational needs.

### **Admission arrangements**

Children with SEND, like all other children are admitted to the group after consultation between parents and staff once a place is available and they have reached an age of 2.

Normal admission arrangements apply. We strive to be a fully inclusive pre-school. All children will be treated according to their needs in line with the pre-school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, e.g. wheelchair access, the Committee will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the pre-school with an Education, Health and Care Plan (EHCP), or has been receiving extra support from LA centrally funded resources in their previous pre-school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full Committee.

Pre-School has close links with Hainford Primary School & Frettenham Primary School and also works closely with parents of all children in the group, and they will be invited to attend meetings regarding their child as necessary and participate fully in the EHCP.

## **Resources**

Money will be spent, when needed, on further additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO and Committee.

## **Facilities**

Our pre-school building is on one level and disabled toilet facilities are available.

Currently we have 2 members of staff with SENCO training and a member of staff with specialist experience of working with individual children with additional needs, and a member of staff who has completed behaviour and speech and language training.

Communication and use of language is essential for development of all areas of the EYFS. With this in mind, we are in the process of embedding a specialist Speech and Language Programme, Talk Boost, to assess and support all children's Speech and Language skills.

## **Identification and assessment arrangements and review procedures**

The pre-school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are: -

- Communication and interaction;
- Cognition and learning;
- Social, Emotional and Mental Health;
- Sensory and/or physical

Where possible we will try to meet every child's needs within the pre-school through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our pre-school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, staff will consult the SENCO. They, in conjunction with the child and parents/careers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the pre-school, they will receive SEND support.

## **SEND Support**

The term SEND Support replaces the terms 'early years action' and 'early years action plus'.

Individual Intervention - Some children will need intervention which is additional or different from what is being carried out in pre-school. In this case a support plan will be put in place. Targets will be set and interventions will be monitored carefully by the setting SENCO and the child's keyperson to assess the progress being made. Parents will be fully involved with the process and will be informed of targets being set and next steps.

If the child's progress continues to cause concern the SENCO may involve outside agencies e.g. Speech Therapists, Psychologists etc. to carry out further assessments. Again, parents are contacted and invited to meet with these professionals and a report is sent home.

### **Education, Health and Care Plan**

If the child has significant difficulty despite usual methods and support in pre-school, and involvement from outside agencies a referral for Statutory Assessment may be undertaken. The Local Authority will issue an Education, Health and Care plan if they agree that the criteria are met.

### **Complaints procedure**

We strive to ensure that all families are happy with the provision their child is receiving but understand that parents/ carers may, at times, have concerns or questions about the support. If parents/carers have a complaint concerning provision for their child they should discuss this with the Key Person. If, after discussion, this proves unsuccessful the matter should be referred to the SENCO and manager. Should the matter still be unresolved the parents/carers should contact the Chairperson on the Committee. If the complaint remains unresolved Ofsted would be informed. See Complaints policy for more information.

### **Continuing Professional Development**

Through the monitoring and evaluating of our provision the SENCO will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the pre-school's improvement plan. Staff who attend further courses will feedback on courses attended through staff meetings or committee meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the pre-school's overall SEN provision.

### **Partnership with parents/careers/children**

Parents/carers are important partners in the effective working relationship with the pre-school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the pre-school. Parents/carers' contribution to their child's education is valued highly by the staff of the pre-school. Parents/careers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the Support Plan/EHCP. The pre-school will also update parents/careers with relevant information.

## Partnership News

Each term Norfolk Education Committee publishes 'Partnership News', a newsletter containing information about Special Needs issues and organization that may be of use to parents. (Parent Partnership office 01603 704070)

There is lots of information and support available to parents regarding SEND on the Norfolk SENDiass website: <https://www.norfolksendiass.org.uk/>