



Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

9.2 Supporting children with SEN

Policy statement

At Pirton pre-school, we aim to create a listening atmosphere and environment where everyone is welcomed, all individual needs are met, support is given and information is shared. We also want to ensure that we enable all children to become confident learners with a growing ability to communicate their own views.

We are committed to working in partnership with parents/carers and outside agencies to raise aspirations and expectations for children with SEND by focusing on the whole child to ensure positive outcomes and to enable all children to fulfil their potential.

Procedures

To achieve this we will:

- Provide a welcoming, receptive and responsive environment in which parents/carers work in partnership with staff to meet each child's individual needs.
- Make reasonable adjustments where possible to support individual needs.
- Ensure effective communication between staff and children, staff and parents/carers, staff/parents/carers and outside agencies.
- Ensure that all children have access to a broad and balanced curriculum which is delivered using a variety of high quality teaching techniques and follows children's own interests.
- Plan for and regularly assess children's individual needs following an "assess, plan, do, review" cycle involving parents/carers every step of the way.
- Develop a strong leadership and management team to support staff to identify needs and enable them to access training.
- Meet with parents regularly allowing flexibility for meeting times and respecting them as their child's first educators.

- Ensure transition periods are well planned for and information is transferred promptly and confidentially.
- Work collaboratively within the team and Advisory Teachers to monitor the progress and provision for children with SEND, and to monitor the accessibility of the physical learning environment, the curriculum and information for children with disabilities.
- Ensure all policies and procedures are inclusive and are known, and accessible, to all parents/carers, staff and Committee.
- Ensure that parents/carers are well informed about the support they can expect to receive by publishing our Local Offer on our website and on the Hertfordshire Directory.

Identifying Children with SEND

At Pirton Pre School we believe that all children develop and learn at different rates, as is reflected in the EYFS. However, there are some children who, at some time in their early years, may find it harder to learn than other children. It is important that we identify a child's individual needs as early as possible and put things in place to help them quickly, as early intervention has been shown to improve children's long term outcomes.

A child is identified as having a special educational need and/or disability (SEND) 'where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to children of the same age' (Code of Practice 6.15).

Children may be identified as having difficulties in one or more of the following four broad areas of need as stated in the SEN Graduated Approach 2014 guidance:

- Communication and Interaction: Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. These needs may change over time.
- Cognition and Learning: Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), such as dyslexia or dyspraxia, affect one or more specific aspects of learning.

- Social, emotional and mental health difficulties: Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours can reflect underlying mental health difficulties such as anxiety or depression, attention deficit disorder or an attachment disorder.
- Sensory and/or physical needs: Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. This may include vision impairment, hearing impairment or multisensory impairment. Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers (Code of Practice 6.28-6.35).

A Graduated Approach to SEN Support

We support children with SEN using a graduated approach:

- Monitoring Children are at this stage when concerns have been raised by practitioners or parents/carers but more information is required before deciding if the child has SEN or not. Children at this stage will have access to high quality teaching and a differentiated curriculum. Practitioners will monitor children closely for a period of time (approx six weeks) and then meet with parents/carers to discuss their concerns and to decide together if the child should be identified as having SEN. At this point an assessment can be requested from the SEND advisory team or a referral made to the Childrens Development Centre (CDC)
- SEN Support 1 Children at this stage have been identified as having SEN based on information gathered by the Key Person, parents/carers, any outside agency and in consultation with the SENCo. Children at this stage require provision different from, or additional to, that normally available to children of the same age, including from outside agency support such as Speech and Language Therapists. An IEP will be completed with the parents/carers agreement.
- SEN support 2 Children at this stage often have complex needs, requiring multiple outside agency involvement and/or episodes of one to one support to help them develop their skills and make progress. They will have an IEP in place. This identifies outcomes and strategies to help them make progress. Additional funding may be sought by the pre school to employ extra staff to ensure that children at this stage get all the support they need to achieve.
- Education, Health and Care Plan (EHC Plan) Parents/Carers or pre school staff may apply for an EHC needs assessment by the Local Authority if it is evident that the child's needs are complex, will have a

long term impact on their learning and/or the child requires more than 20 hours of one to one adult support in school. In order to proceed with the request for an EHC Plan, a child must be receiving input from a Community Paediatrician, a Speech and Language Therapist and an Educational Psychologist. The EHC plan will then be reviewed and amended 6 weekly by the SENCo in close consultation with key person and parents/carers and with input from any outside agencies involved.

At every stage of SEN support, the pre school may request help from outside agencies to better assess a child's needs and gain appropriate strategies. These referrals are made only with parental/carer consent, and a form will normally need to be filled in. Some of these agencies may include:

- Speech and Language Therapy
- Social Communication Worker
- Educational Psychology
- Occupational Therapy
- Music Therapy
- Physiotherapy
- Sensory Service (for Vision/Hearing Impairments)
- Community Paediatrician

Most of these professionals can be accessed through the CDC.

The Role of the SENCO

We have two nominated Special Educational Needs Co-ordinators (SENCO). The SENCOs have undergone appropriate training in order to fulfil the role and attended regular SEN cluster/network meetings.

The SENCO's are:

Karen Roberts, Assistant Manager

Karen Illsley, Manager

Karen Roberts will be the main contact for any SEN support. Karen Illsley will support and offer guidance and will usually attend any SEN related meetings

The SENCO will:

- Work in partnership with parents and carers and values a good working relationship ensuring confidentiality, welcoming parental involvement and respecting all support and advice given.
- Be responsible for collecting information about any children with special educational needs as appropriate, from home visits, entry profiles and information from other agencies. Confidentiality and sensitivity will be maintained at all times.
- Know where all information regarding each child is located.
- Ensure that all staff members who work with the child also have this information.
- Support colleagues in planning to meet the needs of a child with SEN.
- Advise colleagues about the range of strategies available to us
- Identify staff training needs and encouraging them to attend relevant training.
- Ensure parents are kept informed and have the opportunity to attend meetings held with regard to their child.

Monitoring and Recording

We use the Assess, plan, do, review process to monitor and record children's attainments.

- Assess Children's progress is assessed against the EYFS outcomes each term by their Key Person in consultation with the Manager/Assistant Manager. Assessments may also be done by outside agencies (with parental/carer consent) who then set targets and suggest strategies to support children to achieve the targets. The results of these assessments are shared with parents/carers.
- Plan Based on the results of the assessments next steps are identified and agreed with parents/carers. Adult led activities are then planned weekly to support these next steps taking into consideration the child's interests.
- Do The child's Key Person is responsible for working with the child on a daily basis. The Key Person will make observations on the success of the strategies and the child's progress towards their outcomes. The Manager/Assistant Manager will support the Key Person to assess the effectiveness and impact of the interventions.
- Review Parent/carers will be asked to attend a meeting at the pre school at least termly (three times per year) to discuss their child's progress towards their outcomes, the effectiveness of the support provided and its impact on the child's progress. This meeting must include the child's Key Person but may also include the SENCo, and any outside agencies involved (Code of Practice 5.39-5.46). The child's views are always sought and included in the review process. Decisions will be made at this meeting regarding any

additional provision, interventions or support that may be needed for the child to continue to make progress.

With parental permission we will pass on children's records to the next setting. This may include transition meetings, additional transition visits and play and stay sessions.

We will support children with a range of medical conditions and recognise their right to have full access to education, including school trips and physical education.

<i>This policy was adopted at a meeting of Pirton Pre-School Committee.</i>	
Held on (date)	
Signed on behalf of the Management Committee / Proprietor	
Role of signatory (e.g. chairperson)	