

ST GILES & ST JOHN PRESCHOOL

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Supporting children with special educational needs SEND Code of Practice 2014

Policy statement

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014). *See pages 3-8
- 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 policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is:
 - **Gillian Batten**

¹ This includes disabled children with special educational needs

- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- We where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-house and external training for practitioners and volunteers.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, [staff and management meetings,] parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

- Guide to the Equality Act and Good Practice (2010)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY CODE OF PRACTICE 2014

SENCO: Gill Batten

DEPUTY: Jan Gabriel

Key principles

- identify children's needs and involve children and parents in decision making, taking into account the views of children and their families ;
- focusing on inclusive practices and removing barriers to learning
- give greater choice and control to families on the support they receive;
- improve collaboration between education, health and social care in provision;
- making high quality provision to meet the needs of children

Aims

- Every child is given the opportunity to achieve their personal best to become a confident learner
- All children access a full range of activities through which they can develop and learn through play
- Support is given to children with special educational needs/disabilities so they have full access to the preschool curriculum
- Children with special educational needs/disabilities are recognised as individuals and their individual needs are met
- Children with special educational needs/disabilities are included with their peers
- We aim to promote positive self-esteem of children with special educational needs/disabilities
- All staff foster communication between staff/parents/children/carers/other professionals and agencies
- We recognise that special educational needs are the responsibility of all staff and aim to develop the skills of all staff
- We accept and value each other, valuing differences
- We work in partnership with parents/carers enabling them to play an active role in their child's education

ADMISSIONS

- We admit all children, including those with special educational needs/disabilities from the age of 2 years 3 months
- Parents/carers of children with particular needs should liaise with the special educational needs co-ordinator to discuss their child's needs and how they will best met.

THE ROLE OF A SENCO

- Ensuring all staff in the setting understand their responsibilities to children with SEN and the settings approach to identifying and meeting SEN
- 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

DEFINITIONS OF CATERGORIES OF SPECIAL EDUCATIONAL NEEDS

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional, and mental health difficulties**
- **Sensory and/or physical needs**

SEN SUPPORT

- When the setting identifies a child with SEN we will inform the parents and work in partnership with them to establish the support the child needs.
- The setting will adopt a **Graduated Approach** with four stages of action; **assess, plan, do and review**.
- Early action to address identified needs is crucial to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

ASSESS

- A child identified as needing SEN support, the key person, SENCO, and the child's parents will carry out an analysis of the child's needs
- The initial assessment will be reviewed regularly to ensure that support is matched to need
- Where little or no improvement is made in the child's progress a more specialist assessment will be made by contacting other agencies beyond the setting

PLAN

- Parents will be formerly notified if it is decided to provide SEN support for their child
- The key person and the SENCO together with the parents will discuss the outcomes they are seeking and the interventions and support to be put in place, the expected impact on progress, development or behaviour plus a clear date for review
- Plans will take into account the views of the child
- The support and intervention provided will be selected to meet the outcomes identified for the child and provided by practitioners with the relevant skills and knowledge
- Parents will be involved in the planning and support and where appropriate, in reinforcing the provision or contributing to the progress at home

DO

- The child's key person, will remain responsible for working with the child on a daily basis, with the support of the SENCO
- They will oversee the implementation of the interventions or programs agreed as part of the SEN support
- The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support

REVIEW

- The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date
- The key person and SENCO will evaluate the impact and quality of the support with the parents, taking into account of the child's views and agree to any changes to the outcomes and support of the child
- Parents will be given clear information about the impact of the support given and will be involved in planning the next steps
- The cycle of action will be revisited in increasing detail and frequency to identify the best way of securing good progress with parents being engaged with the setting at each stage.
- Intended outcomes will be shared with the parents and reviewed along with any action taken by the setting at agreed times
- The graduated approach will be led and co-ordinated by the settings SENCO working with and supporting the key person
- Where, despite having taken relevant and purposeful action to identify assess and meet the special educational needs of the child and the child has not made expected progress, we will make a referral for additional support via a Early Help Form.

TRIGGERS FOR EARLY HELP FORM

A child is making little or no progress over a period of time, documented through observations

- Has sensory or physical problems and continues to make little or no progress despite use of personal aids and equipment
- Has communication and/or interaction difficulties and requires specific individual intervention

TRANSITION

- SEN support will include planning and preparing for transition, before the child moves into another setting or school
- We will support the transition and share information with new setting
- Review the SEN support being provided or the EHC plan

EHCPLANS: - Educational Health and Care Needs Assessment and Plan

- If the help given through the preschool's graduated approach is not sufficient to enable the child to make satisfactory progress, we may request, in consultation with the parents and any external agencies already involved, an assessment of the child's needs by the local authority. This is called an Education, health and care assessment (EHC). The assessment will decide whether a child needs an EHC assessment plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEN or a disability. The local authority will consult with parents and let them know the outcome of the assessment. Where a child has a EHC plan, the local authority must review that plan every twelve months minimum
- As part of the review the local authority can ask the setting to hold the annual review meeting on their behalf

Parents will be kept up to date at every stage of their child's needs and progress

This Policy was adopted by: St Giles & St John Preschool

On 7th APRIL 2017

To be reviewed on 7th APRIL 2018

Signed By

Name and Role

J Gabriel Manager/Owner