

Oxenhope Pre-school

Special Educational Needs Policy

Version control

Version Number	Date	Changes made
2.0	May 2018	Policy re-written in line with new SEND Code of Practice
2.1	October 2020	Added updates regarding EHCP's, parental involvement, Record Keeping and the Local Offer.

Oxenhope Pre-School

Special Educational Needs (SEN) Policy

Aims /Objectives

We adhere to the following legal frameworks:

- Special Educational Needs and Disability (SEND) Code of Practice 2014
- Children and Families Act 2014
- The Statutory Framework for the Early Years Foundation Stage 2017
- The Equality Act 2010
- Disability Discrimination Act 1995/2005

Our pre-school aims to provide a happy, stimulating, and secure environment for all our children. We believe that all children are entitled to an education that enables them to:

- Achieve the best possible educational and other outcomes.
- Become confident young children with a growing ability to communicate their own views and who are ready to make the transition into compulsory education.

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010.

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in four broad areas of need and support –

- communication and interaction;
- cognition and learning;
- social, emotional and mental health,
- and sensory and/or physical needs.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

We believe that early identification and intervention is key. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage. We complete a progress check at age two and termly assessments using the Early Years Foundation Stage Outcomes and will use the SEN Support Grid to help identify any concerns which may arise through assessments or observations.

All individual abilities are celebrated, and we believe that children learn through first hand experiences, explorations, practice and discovery. We tailor out provision to ensure an inclusive environment, differentiated to meet all individual needs taking account of children's individual interests and next steps.

At Oxenhope Pre-School we adhere to the SEND Code of Practice and the principles that should be observed by all professionals working with children and young people who have SEN or disabilities.

These include:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

We aim to develop a partnership with parents and will always consult with parents if we feel a child is not developing as typically expected. Each child's progress will be observed, monitored and recorded as appropriate. We will assess, plan, do and review using the EYFS Early Years Outcomes and where necessary, the Early Years Developmental Journal.

A staff member will liaise closely with the SENCO for setting the appropriate targets. We will liaise with other professionals to ensure we are offering effective provision for children with Special Educational Needs.

SEN Co-ordinator (SENCO)

The named SENCO co-ordinator is Charlotte Whitrick.

The Deputy SENCO co-ordinator is Jessica Copland.

The main responsibilities and roles are:

- Ensuring all practitioners 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.
- Ensuring that all staff are up to date with any SEN developments and that any appropriate SEN training is undertaken.
- to monitor the SEN policy and set dates for review / evaluation.

Admissions Arrangements

When a child with a Special Educational Need is registered the usual admission, arrangements will be made. Parents/carers have the opportunity to discuss with the SENCO and key person whether any additional resources or changes to the room layout will be needed or specific training for staff is required. Staff ratios would be

set in place to provide the best care and support for the child and a risk assessment would be carried out to determine how to best manage and adapt for the specific needs of the child. In line with our Inclusion & Equality Policy, we will develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.

All early years providers have duties under the Equality Act 2010. In particular, they must not discriminate against, harass or victimise disabled children, and they must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. All publicly funded early years providers must promote equality of opportunity for disabled children.

Facilities

Oxenhope Pre-School has regard to the Disability Discrimination Act 1995/2005. This states that reasonable steps or reasonable adjustments will be made in order to ensure the service provided is accessible to children, young people and adults with disabilities. Our setting has dedicated parking, wheelchair access and accessible toilet facilities. Activities can be accessed both on the floor and at tables. Furniture is mobile and can be placed to allow access between activities. Members of staff have taken training in Special Educational needs which is updated on a regular basis.

Identification, assessment, and review arrangement.

If there is a concern, we will observe the child and agree there is a concern. Our SENCO, or other appropriate staff member, will discuss the concerns with the parents. We decide with the parents how we will address and monitor the concern, and when to review the progress. If the child makes limited progress, we set specific targets for the child using a 'graduated approach' which involves going through earlier decisions and actions by refining and revising them. This leads to a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. In conjunction with the SENCO and the parents the revised targets will be recorded on an Individual Support Plan (ISP).

We record the child's progress through observations and samples of their work. At the review we look at the child's progress with the ISP targets and decide with the parents on the next stage of action.

The SENCO will have sought written parental permission to involve outside professionals to assist in development of a new ISP.

We take advice from appropriate professionals including the Equality and Access Officer, Speech and Language, Health Visitors or specialist teachers.

Education, Health, Care needs Assessments and plans

At Oxenhope Pre-School, we co-operate with the local authority in carrying out need's assessments for children, and in the development and review of EHC plans. We understand and comply with our duty to admit a child to the early years setting if it is named in their EHC plan and to provide the educational support specified in the plan. Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment.

Arrangements for children with SEN in the Early Years Settings as a whole

In the pre-school setting all our activities will cater for all needs of our children. If we have to adapt any we will do so, so all children can access all areas of learning in the curriculum. We endeavour to keep the setting in the same layout, so all the children feel safe and secure in a familiar environment. We have the use of different communication systems like picture prompts, visual support and some knowledge of Makaton.

Monitoring and evaluating the SEN policy.

The SENco and staff are responsible for the monitoring and evaluating of the SEN policy. We will discuss how well our identification procedures have enabled us to attend to the children in our setting with their difficulties, how well the children have attained their individual targets and how efficient record keeping has been in following the child's progress and make adjustments where necessary.

Record Keeping

We keep records of children under our care as required under the EYFS Framework. Records held about their children are available to parents and include how we support their SEN children or children with disabilities at Oxenhope Pre-School.

Local Offer

Local authorities have a duty to publish a Local Offer, setting out in one place information about provision they expect to be available in their area across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans.

The Local Offer must include, amongst other information, the following:

- special educational, health and social care provision for children and young people with SEN or disabilities
- other educational provision, for example sports or arts provision
- arrangements for resolving disagreements and for mediation, and details about making complaints
- arrangements for travel to and from early years providers
- support to help children and young people move between phases of education (for example from early years to school, from primary to secondary)
- childcare, including suitable provision for disabled children and those with SEN

Complaints Procedure.

We hope to provide a happy atmosphere in which all our parents can approach any member of the staff on any issue. We ask that you put your complaint in writing and await a response. If you feel that your complaint has not been resolved, parents/carers are able to escalate this further and pass this onto the committee Chair Person. Their details can be found on the notice board and on our pre-school website.

Partnership with parents/carers

We appreciate that all parents/carers know their children best. If we feel that a child is not meeting typical development norms, we will speak to their parents/carers asking them if they have any concerns. We will always discuss and seek written permission from the parents before we contact any professionals about their child. If any professional were to visit the pre-school setting, the parent would be welcome to attend and discuss any decision the professionals make about what their child's needs are and how to meet them. We work together with parents informing them of their child's progress. We also seek the views of children, where appropriate. Parents are involved in ISP planning and reviews half termly and their views are accounted for when deciding next steps in planning for SEN children. We ask parents to sign ISP's and reviews to account for their involvement.

SEN Training

The SENco attends termly training. All staff have undertaken relevant training courses. When necessary, the SENco and the staff will have in-house training. We offer a range of books and articles on special educational needs, which are available for staff to borrow at any time.

Children for whom English is not their first Language

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. At Oxenhope Pre-School we recognise that difficulties related solely to learning English as an additional language are not SEN.

Adopting a Multi-Agency Approach

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, will be adopted.

Links with support services and agencies.

At pre-school we have strong links with a wide range of settings. We have partnerships with local primary schools such as Oxenhope CofE Primary School and

offer a successful transition programme to meet children's specific needs. We liase with external agencies such as:

Pre School Learning Alliance
Special Needs Co-Ordinator
Equality and Access Officer
LEA
Child Development Centre
Speech Therapist
Portage
Occupational Therapist
Paediatricians
Social Worker
Health Visitor

Approved by Committee on _____

Signature of Chair _____

Review date