

Policy for Special Educational Needs and Inclusion

Rationale (beliefs shared by the setting regarding SEN)

Christ Church Clifton Pre-School is committed to providing high quality care and education to all children. We believe that all children, including those identified as having special education needs, have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them and to be fully included in all aspects of the pre-school.

We believe that all children should be equally valued in our setting. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. We value, respect and work in accordance with the special needs code of practice 2014 and ensures it implements the Equality Act 2010.

Our setting is committed to inclusion. We strive to develop policies and practices that include all children and their families.

Our admissions policy reflects our beliefs that no child with SEN will be discriminated against. We aim to engender a sense of community and belonging in our setting.

This means that we respond to children and their families in ways that take account of their varied lives, experiences and needs.

We believe that educational inclusion is about equal opportunities for all children and their families whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of children and their families:

- girls and boys, men and women
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; teenage mothers
- any children who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning which may relate to sensory or physical impairment, learning difficulties or emotional or social development or may relate to factors in their environment – including the learning environment they experience in the setting.

We recognise that children learn at different rates and that there are many factors affecting achievement, including; stage of development, emotional state, age and maturity. We believe that many children, at some time may experience difficulties which affect their learning and we recognise that these may be long or short term.

In accordance with the SEND code of practice (2014) we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to their full potential.

SEND code of practice (2014)

[updated 2020 - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>]

The four broad areas of need outlined in the New Code of Practice (2014) are:

Communication and interaction
Cognition and Learning
Social, Emotional and mental health
Sensory and/or Physical

Behavioural difficulties do not necessarily mean that a child has a SEN and should not automatically lead to a pupil being registered as having SEN. If there are concerns there will be an assessment to consider if there are any other casual factors.

Objectives of the policy

- To ensure the SEND code of practice and guidance are implemented effectively.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against children identified with 'special educational needs'
- To continually monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by practitioners, key persons, Special Educational Needs Coordinator (SENCo) and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated provision, for those children identified as having SEN Support.

- To ensure that children with SEN are perceived positively by all members of staff and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in decision making that affects them where possible.
- To enable children to move on from our setting well-equipped for the transition process to their next setting.

Working in Partnership with Parents and Carers

It is fundamental to develop mutually respectful relationships with parents and carers, valuing the knowledge that they have of their child and acknowledging that every child is unique. Working in partnership ensures that families feel involved in their child's care and feel comfortable to express their thoughts and feelings. We are aware that in some cases support may be needed to do this, for example, a translator maybe required.

- Staff and parents/carers work together to support children identified as having additional needs.
- Parents/carers are involved at all stages of the education planning process. An appointment is made by the key person and SENCo to meet all parents/carers whose children are being recorded as having additional needs.
- In partnership with parents we focus on the child's strengths and any areas for development are discussed. The conversation focuses on achievable shared goals which enable a consistent approach at home and at the setting that meets the child's needs.
- Ideas and materials for supporting learning at home will be discussed and shared with parents and carers for example, visual timetables.
- IEP (Individual Education Plan) or IPP (Individual Provision Plan) targets may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. IEPs/IPP and reviews will be copied and given to parents/carers after the meetings.

NB: We will be mindful of the number of professionals involved with families and ensure that the most relevant staff members only are involved.

Role of the Special Educational Needs Coordinator (SENCo)

Moniek Koster is the named Special Educational Needs Co-ordinator (SENCo) at Christ Church Clifton Pre-School.

The SENCO has responsibility for:

- providing up to date and relevant information with regards to the SEND code of practice.
- advising and supporting all staff in identifying children with Special Educational Needs.
- supporting staff with meeting these children's needs.
- liaising with parents and other professionals in respect of children with special educational needs (SEN)
- working with staff to provide SEN support
- Ensuring that parents are involved in deciding on what SEN support is provided
- identifying training needs of staff both to extend their own professional development and to ensure 'tailor made' training which is need specific.
- ensuring that relevant background information about individual children with SEN is collected, recorded and updated
- ensuring that appropriate Individual Education Plans (IEPs) are in place if needed.

(In partnership with parents) The roles and responsibilities of staff working with children with Special Education Needs (SEN) are as follows:	
Writing Individual Education Plans (IEPs) and support plans if applicable	key person (with support of SENCo)
Monitoring of IEP	key person
Arrange multi agency support plan meetings	SENCo, key person
Preparing documentation to inform Education and health care plans	SENCo, key person, other professionals involved with the child
Funding applications	SENCo

Transitions	SENCo, key person
Resourcing, visuals, PECs	SENCo, key person

Identification and Assessment Arrangements, Monitoring and Review Procedures

The setting's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing and who may have additional needs.

The setting gathers information from:

- Entry, mid-year and exit assessments
- Progress reviews with parents/carers
- Observations of behavioural, emotional and social development by key person
- An EHCP or support plan
- Assessments by a specialist service such as Health, Educational Psychology, Speech Therapist identifying additional needs
- Another setting which has identified or has provided for additional needs

Based on the setting's observations and assessment data and following a discussion between the key person, SENCo and parent, the child may require additional specialist support to access their entitlement in early years learning. Where this is deemed necessary the SENCo will liaise with the relevant local authority bodies to request additional funding and advice.

1. Differentiated curriculum support within the class

2. SEN support

Step 1: Key person completes detailed observations of child

Step 1: Key person gathers detailed information from parents/carers

Step 2: Key person, in discussion with manager/SENCo ensures that curriculum is being differentiated

Step 2: Key person selects further strategies to support child informed by observation

Step 3: If further support is needed, the manager and key person discuss the child's needs with parents/carers and SENCo to develop an Individual Education Plan.

Step 3: Progress and areas for development at SEN Support reviewed

Step 4: If there continue to be concerns regarding progress, the SENCo can make a referral to an outside agency in partnership with parents/carers

Step 5: If required, initiate procedures for an EHCP.

Differentiated Curriculum Provision

Every child is unique with a unique set of needs. These are identified and differentiated learning opportunities are facilitated throughout the child's sessions at the setting. Next steps are identified by the key person to ensure their needs are met and progress made.

The differentiation may involve modifying learning intentions, teaching styles, providing different materials/resources and access strategies.

Under these circumstances, a child's needs will be provided for within the whole group planning frameworks and individual target setting, as well as work time planning.

Monitoring Observations of progress will be carried out by the key person and used to inform future areas of focus which will be recorded in learning diaries.

The child's progress is reviewed on a regular basis and a decision made about whether the provision and strategies in place are supporting progress towards the targets set at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making progress or where the nature or level of a child's needs are unlikely to be met by such an approach, the parent, the key worker, any other professional involved with the child in conjunction with the SENCo will agree what SEN support is required for the child.

If a potential special educational need is identified four stages of action will be followed to put effective support in place - Assess, Plan, Do and Review. We adopt this graduated approach, referred to as SEN support, which involves a cycle of assessment, planning and reviewing actions to identify the best way to support the child and secure good progress. The graduated approach will be led by the SENCo working with and supporting individual practitioners.

SEN support

When a child is identified as having additional needs that are not met using a differentiated curriculum, then an IEP is drafted by the key person and SENCo in partnership with the parent. This involves setting a SMART target or targets.

The interventions may be to provide some individual or group support or to provide different learning resources or specialist equipment which will enable the child to participate, learn and progress. Strategies employed that enable a child to progress should be recorded on an individual action plan.

Observations (monitoring) will be carried out on a daily basis by the keyworker. Significant achievements and challenges will be recorded. If appropriate the SENCo will make adjustments to the provision for the child.

IEPs will be reviewed every 6-8 weeks by key person, SENCo and parents. As part of the review process, the SENCo and key person, in consultation with the parents/carers, may conclude that, despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to involve specialists including those from outside agencies.

The involvement of external support services is requested to provide advice on IEPs and targets, provide more specialised assessments, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities.

The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

SEN support would be indicated where there is evidence that the level and duration of the child's additional needs is such that the child:

- continues to make little or no progress in the areas of concern
- continues working at Early Years Foundation Stage phases substantially below that expected of children of the same age
- has emotional, mental or social needs which regularly and significantly interfere with the child's or others' learning
- has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

For some children further additional support may be required. Additional funding or specialist equipment to provide support at this stage can be applied for through the Early Years SEN panel. The funding is available to early years settings to enable children identified with SEN support to fully access the EYFS. Evidence will need to be provided to show the interventions up to the level of inclusive practice have been implemented and that further additional support is needed.

Some children who may have very complex needs from birth can be considered for an EHC (Education, Health and Care) needs assessment.

Parents have a right to request that the local authority carry out such an assessment. The SENCo can also request an EHC needs assessment (this should ideally be with the knowledge and agreement of the parent). The whole process of the EHC needs assessment and EHC plan development must take no longer than 20 weeks from when the EHC request was first made to the local authority to when the final EHC plan is issued. The local authority can only refuse if, after looking at all the evidence they decide an EHC needs assessment is not necessary. The local authority must give its reasons for a decision when it decides not to proceed. Parents have a right of appeal against such a decision to an SEN tribunal. Parents who are in dispute about the health and social care elements of an EHC plan can go to mediation. If after completing the EHC needs assessment the local authority confirms it will issue an EHC plan the parents can request that the authority prepares a personal budget. An Education, Health and Care plan (EHC) gives details of the education, health and social care support that is to be provided to a child who has SEN or a disability. It is devised by the local authority after an EHC needs assessment has been carried out. A decision to issue an EHC plan will have been made in consultation with relevant health, education and social care partners. It includes information on how education, health and care agencies can work collaboratively to meet the child's needs and support the achievement of agreed targets. The outcomes for the child in the EHC plan are specific, measurable, achievable, realistic and time-bound (SMART).

An EHC plan is a legal document. It may be put in place for just a short time or throughout a child's schooling. EHC plans are reviewed annually by the local authority in conjunction with the setting. The local authority may ask the setting to hold the annual review meeting on its behalf.

Transitions

When children move on to another setting we will liaise with the new setting to ensure the transition is as smooth as possible. Any relevant documentation is passed on, for example; the last IEP and monitoring. The child's learning diary is passed to the parents/carers.

If a child has a support plan in place then at this level more detailed planning will be required and it is recommended that a transfer meeting takes place in partnership with parents. It is also important to invite any other professionals that are involved. The meeting ensures the needs of the child are shared, that necessary resources can be considered and that strategies for smooth transfer are put in place.

These children along with any that have an Education, Health and Care plan in place will require an Annual Review to take place.

An Annual Review is the most detailed form of planning that can take place prior to transfer and is a multi-agency process which, like the transfer meeting outlined above, involves the sending and receiving setting, parents, carers and any other professionals that have been involved.

Access arrangements and special facilities

Christ Church Clifton Pre-School is a single-story building with access from Clifton Park.

Corridors and most outdoor paths are accessible for wheel chairs. Doors are wide and many have a double door system enabling both to be opened if necessary. Garden areas are accessible, though some areas are more difficult to access than others.

A Disabled toilet is accessible for both children and adults.

Good lighting and safety arrangements are maintained for all users including visitors. Carpeting and in some cases low ceilings help absorb sound and do aid hearing impaired people.

A major aim of the pre-school centres upon promoting personal, social, emotional, spiritual and moral development helping everyone to value the differences and similarities between people and we promote people being kind and sensitive to each other.

Signing and promotion of a total communication approach enables all groups to be involved and participate in singing, speaking, discussing and listening.

The Centre's Arrangements for SEN and Inclusion Training

Inclusion is targeted each year through the setting's long-term goals. Training and individual professional development is arranged to match these goals accordingly.

In house additional needs and Inclusion training is arranged by the SENCo, delivered by appropriate professionals.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified.

Staff are encouraged to extend their own professional development and the management team will ensure 'tailor made' training where this is appropriate.

Teachers and Facilitators from Outside the Centre, Including Support Services

If appropriate, a member of the Inclusion Team will visit to observe children and liaise with staff and develop strategies and targets for the children.

The SENCo liaises frequently with a number of other outside agencies, for example:
Community Paediatrician
Speech and Language Therapist
Physiotherapy

Occupational Therapy

Parents are always informed if an outside agency is involved.

The Disability Unit (Tel: 0808 800 0082) provides information and guidance on the Disability Discrimination Act 2005 and Equality Act 2010. This organisation would be able to advise if there are concerns that relate to an issue of the possible discrimination of a disabled child, which cannot be resolved within the setting.