



Kingsdown Pre-school policy for Children with Special Educational Needs and Disabilities (SEND)

At Kingsdown Pre-school we recognise that each child is unique and will develop at different rates and it is our aim to provide for the developmental needs of each child including children with Special Educational Needs and Disabilities (SEND).

In accordance with the requirements of the Early Years Foundation Stage (EYFS) on Special Education Needs and Disabilities under the Equalities Act 2010 and the SEND Code of Practice 2015, we at Kingsdown Pre-school aim to provide a warm welcome and appropriate learning opportunities for all children.

SEND

Children have SEND if they have a learning difficulty or disability which calls for special education provision to be made for them.

SEND is identified by 4 broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

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.

Under the Equality Act 2014 the definition of a disability is:

- A physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day to day activities.

The Special Educational Needs Coordinator (Senco) at Kingsdown Pre-school is Lisa Dennison. She is supported in this role by the Manager.

The Senco will:

- Advise and support other practitioners within the setting on SEND
- Liaise between parents and other professionals in respect of SEND
- Ensure a graduated response is taken to meet the needs of all children
- Ensure that all relevant background information about individual children with SEND is collected, recorded and updated
- Maintain and regularly review a central log of children with SEND and children with health needs including those with allergies or long term health medication
- Ensure a targeted or personalised plan is in place for children with SEND if necessary and that this is regularly reviewed with the keyperson
- Attend training as necessary to assist in her role and cascade to the staff team as appropriate
- Attend Local Inclusion Forum Team (LIFT) meetings and Senco forums to keep up to date with the latest guidance and local reporting procedures

Staff also attend training as necessary to assist them in supporting children with SEND.

Children with SEND are admitted to pre-school after consultation between parents, the Manager, our Senco and the child's key person. We aim to source and have resources and/or equipment in place or make necessary adjustments to the setting prior to the child starting at Pre-school. This includes any specific training needed by pre-school staff.

Working with parents

Recognising that parents are children's first and most important educators, we at Kingsdown Pre-school work closely with parents of all children in our group to ensure that:

- We draw upon the knowledge and expertise of parents in planning provision for the child.
- The child's progress and achievements are shared and discussed with parents on a regular basis.
- Parents know the identity of the Senco at Kingsdown Pre-school and are made aware of the arrangements for the admission and integration of children with SEND
- Parents are signposted to the Local Offer website of the Local Authority
- Parents who are in receipt of Disability Living Allowance provide evidence of this to support the setting in applying for the Disability Access Fund
- Parents input including their views and wishes, and those of the child where possible, are considered the utmost importance and they are consulted during all stages of monitoring and assessments.

Working with other professionals

- We work with relevant professional agencies outside the pre-school (with parent/carers consent) as appropriate to meet a child's specific needs. This includes: the Local Authority's Equality and Inclusion Team, Specialist Teaching and Learning Service and Speech and Language Therapists. We also request support from professionals for children with specific health needs such as Epilepsy Nurse.
- If a child attends more than one setting we set up a contact book that goes between settings via parents/carers. We follow an integrated approach with the other setting and review and assess plans together.

Monitoring and assessment

Our Key person system ensures that each child receives adult time and attention from a member of staff who specifically knows them. It enables us to monitor and support each child's specific needs, development and progress on an individual basis on their journey towards their Early Learning Goals as defined by the EYFS.

The Manager regularly monitors the needs and progress of all children including using the Milestone Assessment Tracking system.

It is recognised that all children develop and make progress at different rates and careful assessment is made as to what is deemed reasonable for each child.

Graduated response

All children at Kingsdown Pre-school, irrespective of their special needs, are encouraged wherever possible and appropriate to participate in all the group's activities and adaptations are made where appropriate to enable them to do this

The setting follows a graduated response in order to provide specific support to individual children. This approach recognises that there is a continuum of educational needs and where necessary brings increasing specialist expertise to support a child. We use Best Practice

Guidance to support us in identifying strategies to support individuals and/or groups of children.

- Universal
- Targeted
- Personalised

Universal approach

Using the 3 "I's" - **intent, implementation and impact**, we work on a day to day basis with all children, supporting them to achieve their potential in their progression towards their Early Learning Goals. We do this through observations, planning and implementing our intent and then evaluating the impact.

Targeted approach

If a child is assessed to be not on track to meet their Early Learning Goals in any one or more areas of learning, this is initially discussed with the keyperson. There may be reasons behind this including periods of illness or a drop in well-being however it may be necessary to implement a targeted plan.

This will be produced with involvement of the child's parents, keyperson and Senco. The keyperson will implement the plan and record this on a log which is reviewed at the end of the term by the Senco and keyperson.

Following this review the Senco and Manager decide if the targeted plan should be continued or, following the *Graduated Approach*, stepped up to request further support or if the child is now on track with their development, stepped down to universal level of support

Personalised approach

If there is still a concern about the child's development and it is felt that insufficient progress is being made, this may indicate a need for a personalised approach. Further intervention through the LIFT process requests the involvement of external support. This may be in the form of specialist assessments, advice on the use of new or specialist strategies or resources. The Senco will complete further assessments as necessary such as a *Communication Screening Assessment* or *Best Practice Guidance* audit.

Senif

The Senco in conjunction with the manager, is involved in monitoring the needs and progress of all children who have SEND and if it is felt that a child's needs cannot be met without additional personnel and/or resources an application for Senif (Special Educational Needs Inclusion Fund) will be made.

EHCP

In cases where the support given by the setting and outside specialist agencies are not sufficiently effective to enable the child to progress adequately it will be necessary for all parties to consider whether an Education and Health Care Plan (EHCP) may be appropriate. A request is made to the local Education Authority and an assessment will take place.

Funding streams to support children at pre-school

Early Years Pupil Premium (EYPP)

Disability Access Fund (DAF)

Special Educational Needs Inclusion Fund (SENIF)

The pre-school Manager, Senco and keyperson work together to ensure all funding is used as appropriate to provide resources, opportunities and experiences to support the children in their learning and development and to work towards closing the gap between them and their peers. The Manager records the impact of this which is shared with the relevant auditors as required.

This policy was reviewed by Kingsdown Pre-school on 23 April 2022. It will be reviewed annually or sooner if required.

Signed on behalf of the Pre-school. A.Bridges
Chairperson Kingsdown Pre-school

Appendix A - Process for making requests for SEND support

- A log is set up for the child in the Pre-school Senco folder to record dates of discussions, assessments and submissions of forms etc
- Parents sign a consent form for pre-school to request support and discuss the child's needs with other professionals
- A request for support is made from The Equality and Inclusion officer at The Education People. This may include them observing the child at Pre-school, offering advice and support prior to further requests for support/funding etc
- The Senco gathers evidence from reviewed targeted plans and Best Practice Audits in the specific area of need and, with support from the Manager, submits a request to discuss a child at a LIFT meeting
- The Senco attends the LIFT meeting. A decision is made by that team as to what support will be given to the Pre-school. For example Specialist Teaching and Learning Service (STLS)
- The Specialist Teacher attends the pre-school to observe and assess the child and produce a personalised plan for the setting to follow.
- This will be implemented by the child's keyperson with support from the Senco. A record of the implementation will be made which supports the review of the personalised plan
- The Specialist Teacher will advise if the pre-school should apply for Special Educational Needs Inclusion Funding (Senif) from the Local Authority. If this is the case then the Senco or Manager will apply for this funding.
- If this application is successful then the resources/ additional personnel will be put in place as per the Senif request.
- The Manager, with support from the Senco, will record the impact of the Senif funding on a record that is then audited by the Senif officer from the Local Authority.