



## 9.2 Supporting Children with Special Educational Needs and Disabilities

### Policy statement

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

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND.
- 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 SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

### Procedures

We designate at least one member of staff to be the Special Educational Needs Co-ordinator (SENCo) and give her name to parents. Our trained SENCos in the setting are:

- Carrie Darlington (Deputy Manager)
- Gail Farr (Practitioner)

The SENCo work closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs and Disabilities policy and for co-ordinating provision for children with SEND. The SENCo at the setting take a lead responsibility for children with SEND within the setting, and 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 SEND support to ensure early identification of children with SEND.
- 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 SEND.
- we have systems in place for referring children for further assessment e.g. Team Around the Family (TAF), 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 and Disabilities Policy.
- oversee and maintaining the records of all children with SEND.

- we offer advice to, and liaise with, other staff members to ensure that all our staff are aware of our Supporting Children with Special Educational Needs and Disabilities policy and the procedures for identifying, assessing, and making provision for children with SEND and the SEND Toolkit
- we provide in-service training for parents, practitioners, and volunteers as necessary, cascading information from external training courses which the SENCo may have attended.
- we review and assess 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.

### **The Graduated Approach System**

Within the setting we follow the graduated approach to SEND as identified in the SEND Code of Practice 2014, following the “Assess, plan, do, review” process.

#### *Assessment and identification*

When assessing children’s learning and development in line with the Development Matters and Early Years Outcomes guidance, we are also able to identify any areas where children may be delayed or having difficulties.

We assess children’s development through regular, planned and spontaneous observations which are available for parents to see via their child’s Tapestry learning journal. We aim to gather as much evidence as we can about a child’s developmental needs to enable us to make secure, professional judgements about how to best support the individual child, and all this data is tracked using Tapestry.

Any child who attends the setting before the age of three years will have a 2-year progress check completed by their key person as part of their ongoing assessments. We encourage parents/carers to be a part of this assessment through joint meetings and feedback forms and it is our duty to inform them of any concerns relating to a child’s development.

*Partnership with parents* - throughout the assessment and identification process we aim to work in partnership with parents/carers to achieve the best outcomes for children. We recognise the importance of parent/carer contribution in the early identification process and ensure regular communication at all stages. We encourage parents to comment on and add their own observations and photos to their child’s Tapestry profile and share information about their child’s development and life at home. We ensure that:

- parents and carers are involved at all stages of the assessment process
- they can access their child’s profile at any time via the Tapestry programme
- they are kept informed of any SEND assessments so that they are part of the process.

*Outside agencies and external services* - we also aim to support parents by providing information about external services and sources of independent advice. We may seek advice from other professionals on how best to support your child in the setting and will discuss this with you and gain your permission before doing so.

#### *Planning for individual needs*

When planning for children's individual needs we look at the following areas, although often children's needs will cut across all these areas and may change over time:

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

If appropriate the child's key person will then complete an individual child plan (ICP) or may include this information in targeted next steps as part of the setting's planning process, based on evidence collected during assessments and observations along with additional input from parents/carers. With support from the setting SENCo, this will inform the planning and set clear targets for the child and the setting, all of which will be shared with parents/carers. If we feel we need support from outside agencies such as Early Support or a specialist Early Years Teacher, we may seek permission from parents to initiate an Early Help Assessment (EHA) to obtain this.

#### *Implementing planning*

Any plans made to support a child's individual needs will then be incorporated into the setting's planning and discussed by the child's key person and the setting SENCo. Throughout this process parents/carers will be involved and asked for their input. We will work together with parents/carers to ensure that all children make good progress.

At Duxford Preschool we use Makaton as an additional communication tool. We also use visual aids such as first and then boards, symbols, and visual timetables where appropriate and we adapt activities for a range of learning styles and developmental stages.

#### *Reviewing Progress and Support*

ICPs and individual planning for children will be reviewed with the child's key person during the confidential staff supervision and appraisal process, as well as in informal discussions with the SENCo. This ensures that support remains relevant to the child's needs and that improvements can be made where necessary. Parents/carers will always be kept informed of any changes to plans. All paperwork for individual children will be kept locked in a filing cabinet accessible only by the SENCo's and setting management.

#### **Transitions**

We work closely with Duxford School and any other partner schools that children go on to attend to ensure smooth transitions, especially where children have SEND, making time for extra settling in sessions and sharing information with the foundation stage teachers. We will do our best to do the same for any other setting to which a child is transitioning if this occurs prior to entry in to Reception class. All necessary files and information will be passed on to the child's next setting to ensure they can get to know them and plan for their individual needs as soon as possible.

| <b>Version</b> | <b>Changes Made</b>   | <b>Author</b> | <b>Date</b>                    | <b>Review Date</b> |
|----------------|---|---------------|--------------------------------|--------------------|
| 1.0            | Baseline  | P Eccleston   | 26 <sup>th</sup> April 2018    | April 2019         |
| 1.1            | Minor formatting changes and updated in line with the Early Years Alliance model policy | N Hanlon      | 18 <sup>th</sup> April 2019    | February 2020      |
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| 1.2            | Updated names of SENCO  | N Hanlon      | 26 <sup>th</sup> February 2021 | February 2023      |
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