



Ladybirds Pre-School



Special Educational Needs Policy

This policy represents the agreed principles for Special Educational Needs throughout the Pre School. All Staff and Committee representing Ladybirds Pre School have agreed this policy.

Policy statement of intent

Aims and objectives:

- To create an environment that meets the Special Educational Needs of each child;
- To ensure that the Special Educational Needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs;
- To enable all children to have full access to all elements of the nursery's curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

Educational Inclusion:

At Ladybirds Pre School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our Pre School. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early year's 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. Difficulties related solely to learning English as an additional language are not SEN.

Staff respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Definition of Special Educational Needs (SEN)

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them”. As defined by the Code of Practice 2014 for those who have Special Educational Needs and disabled children.

Introduction

This policy is in line with the Code of Practice 2014 and Equality Act 2010.
The Special Educational Needs Coordinator (SENCO) is Vikki Hart and Deputy Sue Tillen

The building is accessible for wheelchair users.

At Ladybirds Pre School we strive to provide stimulating, engaging and child centred learning experiences for all children for them to become confident young children and independent learners with a growing ability to communicate their own views.

The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff ensure the environment is set out with activity and resource that is unique to each child's likes and interests. Practitioners use their knowledge of each child's stage of development to present them with suitable learning challenges in their play and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the setting.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

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**, should be adopted. Children may have Special Educational Needs either throughout or at any time during their early years development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

Special Educational Needs

Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

they have significantly greater difficulty in learning than the majority of children of the same age;
they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

All our children are assessed when they join our setting, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Co-ordinator (SENCo), the child's Key person will offer interventions that are 'different from' or 'additional to' those provided as part of the Pre Schools usual working practices. The Key person will keep parents informed and draw upon them for additional information. If the SENCo, Key person and parents feel that the child would benefit from further support, the SENCo will then take the lead in co ordinating further assessments of the child's needs.

We will record the strategies used to support the child within a Support and Achievement Play Plan (SAPP). The SAPP will have involvement from the child's Parents'/Carers and show the Long term hopes and outcomes they have for their child's development. It will also set out the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parents will be involved in the writing and review of each SAPP.

If the SAPP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the setting by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the setting. External support services will provide information for the child's new SAPP. The new strategies within the SAPP will, wherever possible, be implemented in the child's setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. The SENCo will start the procedures. A range of written evidence about the child will support the request.

Some children at Ladybirds Pre School may have significant behaviour problems. Staff use a range of strategies for dealing with difficult behaviour, but some children may require further support. In these cases the SENCo, Key person, outside agencies and parents will create a Nurture Plan, clearly outlining key outcomes for the child to work towards achieving, as well as the strategies and support being offered to the child. At this point advice would also be sought from external support services. Nurture Plans are reviewed.

Graduated Response

Education Health and Care Plans (EHC)

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, the setting should consider requesting an Education, Health and Care needs assessment

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person
- Provide a full description of the child or young person's special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Help for Families

Local Offer

Local authorities (West Berkshire) must publish a Local Offer, setting out in one place information about provision they expect to be available 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 Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the nursery, including the provision for children with additional needs.

Assessment

Early identification is vital. Ladybirds Pre School operates a Graduated response with staff informing parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The staff and the SENCO assess and monitor the children's progress in line with existing settings practices. This is an ongoing process.

The SENCO works closely with parents and Key person to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the Pre School. The Key person and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff use a range of strategies to meet children's Special Educational Needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning. Support and Achievement Play Plans (SAPP), which employ a small-steps approach, feature significantly in the provision that we make in the setting. By breaking down the existing levels of attainment into finely graded steps and outcomes, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the settings free flow play situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

Partnership with parents

At Ladybirds Pre School we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs.

We have termly meetings with parents to review the progress of their children against the outcomes set in the SAPP and to set new outcomes for the next term. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

Pupil participation

In our setting we encourage children to take responsibility and to make decisions. This is part of the culture of the pre school and relates to children of all ages and all abilities. The work in the setting recognises the importance of children developing social as well as educational skills.

Monitoring and Evaluation

The SENCO monitors the movement of children within the Special Educational Needs system in the setting.

The SENCO supports members of staff in drawing up SAPPs for children. The SENCO and the managers hold regular meetings to review the work of the setting in this area.

The SENCO monitors the progress of children with Special Educational Needs termly and discusses findings with all staff and parents.

If you would like to discuss your child's special needs and support please talk to Vikki Hart

This policy was adopted at a meeting of Ladybirds Pre-school

Held on 2015

Date to be reviewed

Signed on behalf of the provider

Names of signatories Sarah Waters
Leslie Edwards

Role of signatories – Joint Chairperson

Role and Responsibilities of SENCO – Main responsibilities:

Ensure your setting has regard to the SEN Code of Practice (2014), the Disability Discrimination Act (DDA) (1995) and the Equality Act 2010.

Be Responsible for ensuring:

- An SEN Inclusion Policy is in place;
- The policy is put into Practice;
- The policy is reviewed annually

Observation, Recording, Assessment and Planning

- Take the lead in ensuring Key Persons make observations and assessments of children with SEN including their strengths and areas to develop
- Liaise with and support the key person to complete Support and Achievement Play Plans
- Keep appropriate records which are regularly reviewed and monitored;
- Ensure appropriate Support and Achievement Play Plans are in place and regularly monitored and reviewed;
- Apply for Exceptional Needs Funding where appropriate.
- Support agencies and families with Educational Health Care Plans
- Work closely with and support Key Person in working closely with parents to ensure background information is collected and shared appropriately.

Liaison

- Liaise with colleagues and managers as appropriate;
- Promote a positive working relationship with parents/carers;
- Develop links and liaise as appropriate with other professionals, Health Visitors, SEN preschool Advisory Teacher, Speech and Language Therapists, Inclusion Development Officer, Educational Psychologists.

Professional Development

- Attend SENCO Training regularly to update and inform;
- Identify individual setting's needs and arrange in-house training where appropriate.
- Ensure all staff understand and follow a Graduated Response in identifying and supporting children with SEN.
- Have an awareness of Help for Families
- Use your knowledge and experience to support your setting to develop their inclusive practice.

