

**Stanton Drew & Pensford Preschool & Forest Club**  
**Special Educational Needs & Disabilities (SEND) Policy**

**Statement of intent**

We provide an inclusive environment in which all children are supported to reach their full potential. Our practitioners work collaboratively with our parents, to ensure a whole setting approach which is positive, safe and supportive.

**Definition of Special Education Needs and Disabilities (SEND)**

A child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a difficulty which prevents or hinders the child from making use of educational facilities of a kind, generally provided for children of the same age in schools within the area of the local education authority
- (c) is under five and falls within the definition at (a) or (b) above or would do so if special educational provision was not made for the child

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught.

Special educational provision means:

for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area

(Education Act 1996, Section 312)

**Our Aims**

- We have regard for the following legislations; DfES Special Educational Needs Code of Practice, Children and Families Act 2014, Equality Act and Early Years Foundation Stage (EYFS) Statutory Framework.
- We include all children in our provision.
- All of our practitioners help to support parents and children with SEND.
- We identify the specific needs of children with SEND and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies to meet the needs of a child with SEND.

- We monitor and review our practice and provision and, if necessary, make adjustments.

## **SENCo**

Our designated members of staff to be Special Educational Needs Co-ordinator (SENCo) as a job share are **Gemma Mouny** and **Nathalie Galve**.

The role of the SENCo involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's 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, and
- liaising with professionals or agencies beyond the setting

(SEND, Code of Practice, 2015, 5.5.54)

## **B&NES & Early Years SEN Inclusion**

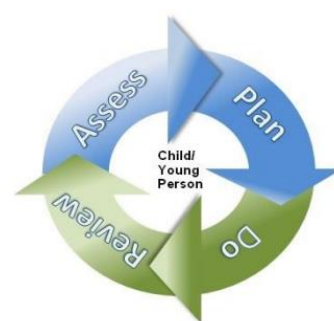
- Every local authority is responsible for writing a '**Local Offer**'. The SEND Local Offer gives children with SEND, and their families; information about what support services are available in their local area. The B&NES SEND Local Offer can be found here: <https://livewell.bathnes.gov.uk/>
- As part of Bath and North East Somerset Council's SEND Strategy and Local Area SEND Inspection (March 2019), a number of pieces of work have been established to support inclusion of children with SEND from early years all the way through to post 16.
- One of the main aims/challenges has been to have greater consistency across settings around supporting children with SEND and increase awareness of inclusivity and inclusive practice.
- We know that identifying SEND needs as early as possible, leads to better outcomes and life chances for children and young people with SEND.
- BANES wishes to support early years settings and practitioners as much as possible, to feel confident in creating an inclusive environment in mainstream settings and to assist practitioners in their continuing professional development.

(B&NES Council)

## **Methods**

- We provide a statement showing how we provide for children with SEND.
- We ensure that the provision for children with SEND, is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.

- We ensure that our physical environment is as far as possible, suitable for children with disabilities.
- The SEND Code of Practice (2015) clearly lays out the actions early years settings need to take, to identify and support all children with SEND. Part of this, is an aim to increase the participation of children with SEND and their parents in decision making, giving them more choice and control over their support.
- We work closely with parents of children with SEND, to create and maintain a positive partnership. Parental consent is requested at all stages of SEN support.
- We ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of abilities.
- We recognise that some children need additional and different targeted support. This is called **SEN support**. This might include additional resources, small group intervention groups and/or support staff.
- During SEN support, we use '**The Graduated Approach**'. We ensure that parents are involved and supported throughout all four stages; assessment, planning, provision and review of their children's education (see diagram).
- During the review stage of 'The Graduated Approach', it may be appropriate for a **Team Around the Child (TAC)** or **Team Around The Children (CHIN)** meeting to be scheduled. This enables the SENCo and key worker to monitor and review children at SEN support level every 6-8 weeks and work in partnership with parents/carers and other professionals. There is a focus on the strengths and areas that need support. A plan of action with timescales is created and who is responsible to support the child to learn and develop. The aim is to keep the child and family at the centre of everything we do.
- During SEN support, '**My Plan**' and '**one-page profile**' documents are completed collaboratively with parents during the review stage of 'The Graduated Approach'.
- 'My Plan' identifies a child's strengths and needs, and is an on-going working document. It is written from the child's perspective (first person); identifying short and long term targets, progress and an action plan.
- We aim to set **SMART targets** which are aspirational but realistic. SMART targets are; Specific, Measurable, Achievable, Relevant and Time-Bound. This is a reflective process to identify what is most important to work on with the child. **Short term targets** are identified to work on for 6-8 weeks. **Long term targets** are longer targets which aim to be achieved by the end of a phase of education e.g. end of preschool.
- An 'one-page profile' is a really useful, child-centred document which includes; who is important to me, what I like, how best to support me, what people like about me and what I might need support with. This is a really useful resource to share with all professionals involved with children with SEND.



- A 'My Plan' document includes an Early Years Child '**Progress Review Tool**'. This is a summative document which demonstrates progress in the Early Years Foundation Stage (EYFS). It enables developmental progress of children to be reviewed and reflects the positive impact that enhanced support has provided.
- A 'My Plan' document is essential evidence to include for a request for **Inclusion Support Funding (ISF)**, **Transition Support Funding (TSF)** and/or an **EHC Needs Assessment**. Ranges of development are aligned to **Birth to 5 Matters: Non-statutory guidance for the Early Year Foundation Stage**.
- Where a child may not have made sufficient progress with SEN support, we recognise that a small number of children have complex needs and may need personalised support. They may need an **Education, Health and Care Plan (EHCP)**. An **EHC Needs Assessment** is used to find out if an **Education, Health and Care (EHC) Plan** is needed.
- We provide parents with useful information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEND and their families; including transitioning to other Early Year settings or schools. Professionals involved could include; a specialist teacher, an educational psychologist or a speech and language therapist.
- Careful consideration, planning and communication is carried out by the staff team to ensure a **smooth transition** for a child with SEND. This may include; additional visits to a school or their new teacher coming to our setting, sharing effective strategies and/or resources, and allocating time within the setting hours for the child to be supported to explore; feelings, changes, reading social stories, trying on a new school uniform, looking at photos etc. In preparation for the transition. SEN support or EHC will be reviewed and shared with the received setting or school. We agree with parents on what information is shared as part of this planning process.
- We provide a broad and balanced curriculum for all children with SEND.
- We provide a differentiated curriculum to meet the individual needs and abilities of the children.
- Our preschool team allocate specific time during their weekly staff meeting to ensure everyone is aware of the current SEND needs in our setting. Interventions and strategies are shared by all staff to ensure we provide a consistent approach across our setting. This also helps us to measure the effectiveness of our SEND support.
- We regularly update a **SEN register**. This identifies the children in our setting who have SEND and therefore require special educational provision.
- We aim for a **whole setting approach** regarding SEND support. Our practitioners carry out a continuous system of planning, monitoring and assessing to effectively support children with SEND. Consideration is given for the 'impact, implementation and impact' of our practice across the setting. This is a **collaborative responsibility** of all of our practitioners at our setting.

- We use a system for keeping records of the assessment, planning, provision and review of children with SEND and ensure confidential information is kept securely at our setting.
- We provide human and financial resources to implement our SEND policy.
- We ensure the privacy of children with SEND when intimate care is being provided.
- We provide in-service training for practitioners and are proactive in ensuring personal development and interest for all of our practitioners, to successfully support children with SEND in our setting.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources including; TAC meetings, parent review meetings, weekly staff and management meetings, external agency reports, inspections and complaints. This information is collated, evaluated and reviewed annually in a **SEND report**.
- We provide a complaints procedure.
- We monitor and review our SEND policy annually.

This policy was adopted at a meeting of Stanton Drew & Pensford Pre-school.

Held on (date)

Signed on behalf of the Management

Committee/Proprietor

Role of signatory (e.g. chairperson etc.)

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