**Special Educational Needs Policy**

Safeguarding must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

Our SENCo is Charlotte Grant

Our Deputy is Nicola Cobb

**We adhere to the following legal frameworks:**

Children Act 2016 Data Protection Act 2018

Special Educational Needs & Disability Act 2001

Disability Discrimination Act (DDA) 2005

Equality Act 2010

Children and Families Act 2014

Schools Admissions code 2014

Statutory Framework for the Early Years Foundation Stage 2021

General Data Protection Regulations (GPDR) (2018)

Working Together to Safeguard Children (2018)

We work with families and children to ensure the requirements of the Special Educational Needs and Disability Code of Practice (2015)

**Policy Statement**

We provide an environment in which children, including those with special educational need (SEND), are supported to reach their full potential.

* We have regard for the Special Educational 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/carers (and 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 policy, practice and provision and, if necessary, make reasonable adjustments.
* We gain written parental consent when referring a child

**Procedures**

We designate a member of staff to be our Special Educational Needs Co-ordinator (SENCo) and give her name to parents and carers. The name of our SENDCo is Charlotte Grant.

* The SENCo works closely with the deputy SENCo (Nicola Cobb) and other staff members and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and co-ordinating provision for children with SEND.
* We ensure that the provision for children with special educational needs is the responsibility of all the members in the setting.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity for SEND children we will always offer a home visit where possible before starting.
* We provide a broad, balanced and differentiated curriculum for 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 children progress. This includes disabled children with special educational needs.

**Our Ethos around SEND**

* We have high regard to the SEND Code of Practice
* We have arrangements in place that include a clear approach to assessing SEN. This is part of our overall approach to monitoring the progress and development of children. In assessing progress of children in the early years, we use the Early Years Foundation Stage Profile 2021 guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development These include typical behaviours across the seven areas of learning.
* Physical development
* Personal, social and emotional development
* Communication and language
* Literacy
* Mathematics
* Understanding of the world
* Expressive arts and design

**Assessment**

The EYFS framework includes two specific points for providing written assessments for parents and other professionals. When a child is aged two and when the child turns five.

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. Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years 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. Special educational provision will be matched to the child’s identified SEN. Children’s SEN are generally thought of in the following four broad areas of need and support

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

These areas give an overview of the range of needs that providers should plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an autism spectrum disorder may have needs across all areas. The special educational provision made for a child will always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Support will be family centred and should consider the individual family’s needs and the best ways to support them.

**Links with other Support Services and other agencies**

We will always gain parental permission before contacting a professional, agency or support service from the Early Years and Childcare Service team to give advice and support to our setting, or in relation to an individual child. Working in partnership with other settings, other professionals and groups in the community, supports children’s development and progress towards the outcomes of Every Child Matters: being healthy; staying safe; enjoying and achieving; making a positive contribution and economic well-being.

We ensure that we work closely with families and their children holding regular updates to review, progress and discuss what is working well, and what may need further support. We regularly keep in contact with families and professionals involved to make sure the child is receiving continuity of care through all professionals supporting them.

**Transition arrangements for children with SEND:**

The SEND Code of Practice 2015 states that: “SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information. Should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process.” (SEND CoP section 5.47)

We work closely with local primary schools and nurseries to support families and children with transitions to a different setting. Staff from the schools are openly invited to visit the children at our setting and our senco will meet with them to discuss, and with parents' permission share, any supporting paperwork (such as SEN plans).

We support our parents and keep them regularly updated over the transition period and take on their wishes for their child and share this with the schools/nurseries to make the transition a positive one for both children and families during such an important time.

**Graduated Approach**

**Initial Identification and Support (Identifying Special Educational Needs)**

* Ongoing formative assessment forms a part of a continuous process for observing, assessing, planning and reviewing children’s progress
* Children identified as having difficulty with one or more area of development should be given support by applying simple strategies and resources.
* For most children application of some simple differentiation approaches will be enough to build confidence and help develop, 9.12a SEN support: Initial record of concern form can be used for this purpose.
* If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning for their stage of development or has a disability which requires specific adjustments, then the key person should raise a concern with the setting’s SENCo/setting manager and the child’s parents.

**Observation and Assessment of Children’s SEN**

Where a child appears to be behind expected levels, or their progress gives cause for concern, practitioners should consider all the information about the child’s learning and development from within and beyond the setting.

* Information can be collated from formal checks such as the progress at age two, observations from parents and observation and assessment by the setting of the child’s progress.
* When specialist advice has been sought externally, this is used to help to determine whether or not a child has special educational need (SEN)
* The child’s keyperson and SENCo/Manager use this information to decide if the child has a special educational need.
* If the decision is that the child does have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.

**Planning Intervention**

* Everyone involved with the child should be given an opportunity to share their views. Parents should be encouraged to share their thoughts on their child’s difficulties and be involved in the decision as to what will happen next.
* A first intervention may be to carry on with applying differentiated support and to review the child’s progress at an agreed date, if the child needs are more complex, then the decision maybe to go straight and prepare a 09.13b SEN support: Action plan with detailed evidence-based interventions being applied straight away and simultaneously external referrals made.
* If relevant, then the child should be appropriately included in the development of the action plan but only at a level which reflects their stage of comprehension.
* 09.13b SEN support: Action plan described below, ensures that children are identified, or suspected of having SEN will receive the right level of support and encouragement with their learning and development as early as possible.

**Involving the child**

* The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
* Inclusion of children with SEND helps build self-confidence and trust in others.
* Ascertaining children’s views may not be easy, a range of strategies will be needed. Accurate assessment helps identify children’s strengths and possible barriers to learning.
* The keyperson and setting SENCo/Manager work in partnership with parents and other agencies to involve the child wherever appropriate.
* Children are involved at appropriate stages of the assessment and to their level of ability.
* Establishing effective communication is essential for the child’s involvement.

**SEN Action Plan**

* 0.19b SEN support: Action plan, should show what support is required to help achieve outcomes for the child and detail the frequency of theses interventions and who will apply them and with what.
* A review date (at least termly) should be agreed with the parents so that the child’s progress can be reviewed against expected outcomes and next steps agreed.
* A copy of the plan is stored in the child’s file so that any member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been applied.
* If a child requires specific medical interventions during their time in the setting, 0.42a Health care plan form should be completed and integrated into the general plans to ensure the child’s medical needs are known and safely met.
* The action plan should provide an accessible summary of the child’s needs, which can be used if further assessment is required including a statutory Education Health Care Plan (EHC)Assessment, and development of an (EHC)

**Drawing up a SEN Action Plan**

* If external agencies are already involved at this stage, then they should be invited to help decide on what appropriate interventions are needed to help meet the outcomes for the child. The SENCo/Manager should take the lead in coordinating further actions including preparation of the action plan and setting short-term targets.
* Where there are significant emerging concerns (or identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
* 09.13b SEN support Action plan, highlights areas in which a child is progressing well: areas in which some additional support might be needed and any areas where there is a concern that a child may have a development delay (which may indicate a special educational need or disability) It describes the activities and strategies the provider intends to adopt to address any issues or concerns.
* Planned intervention should be based on the best possible evidence and have required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals
* The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child.

Effective Planning at this stage should help parents and children express their needs, wishes, and goals

* Focus on the child as an individual and no their SEN need
* Be easy for the children to understand and use clear language and images, rather than professional jargon
* Highlight the child’s strengths and capacities
* Enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
* Tailor support to the needs of the individual
* Organise assessments to minimise demands on families
* Bring together relevant professionals to discuss and agree together the overall approach
* If the child fails to make progress and multi-agency support is sought, then it is at this point that early Help/CAF assessment should be considered

**Record Keeping**

If a child has or is suspected of having SEN, a dated record should be kept of

* The initial cause of concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions). 09.13a SEN support: Initial record of concern can also be used for this purpose drawing information from other agencies.
* The initial discussion with parents raising the possibility of the child’s SEN
* The views of the parents and other relevant persons including, wherever possible, the child’s views.
* The procedures followed with regard to the Code of Practice to meet a SEND e.g. SEN action plan, referrals to external agencies and the statutory assessment.
* Evidence of the child’s progress and any identified barriers to learning
* Advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals

**Records may include**

* Observation and assessment
* Expressions of concerns
* Risk assessment
* Access audits (01.1b)
* Health care plans (including guidelines for administering medicines)
* SEN action plans
* Meetings with parents and other agencies
* Additional information from and to outside agencies
* Agreements with parents
* Guidelines to the local authority identifying a child’s special educational needs and request for the statutory Education, Health, Care (EHC) needs assessment; and a copy of an EHC plan.

**Seeking additional funding/enhanced/top up**

If a child’s needs cannot be met within the setting’s core funding, then we will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority’s inclusion fund. If a new or existing child is disabled, then the setting should check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Funding.

**Inclusion Funding**

Eligible funded 2 year old’s, 3 and 4-year old’s with emerging or suspected Special Education Needs (SEN) whose parents/carers are taking the funded entitlement at a Suffolk List of Provider Member Childcare Provision, school nursery class or at Martlesham Pre-School.

* The child does not qualify for the Disabled Access Fund (DAF)
* The provider can evidence what they have put in place to meet the child’s need A targeted plan is in place which identifies the additional provision to be put in place and will detail the impact of the inclusion fund and the progress of the child.

**High Funding Needs**

The High Needs Funding process will apply to all eligible children attending a setting on the Suffolk List of Providers or a School Nursery Class and are in receipt of:

* up to 15 hours early education entitlement (eligible 2, year olds and 3- & 4- year-olds)

• up to 30 hours early education entitlement (eligible 3- & 4-year-olds)

Under the new funding arrangements, funding must follow children as near to ‘real time’ as possible, therefore it will be necessary to assess **every** eligible child each term in order to ensure that providers are properly funded for each pupil they have with clearly evidenced high tariff needs.

The High Needs Funding is available for children whose special educational needs are **significant** and **complex** and the support necessary to make provision for them, exceeds a nominal threshold of £2,550.00 (per annum) including the cost of the universal provision available for all children.

Please remember that High Needs Funding is a contribution, the amount is worked out by the hourly rate for the type need (complex, complex/severe or severe) multiplied by the number of hours claimed in a week, to match to early education funded hours claimed. This will be given termly. Dual placed funded children are also eligible and funds would be shared between the providers.

**Statutory Education, Health Care (EHC) Assessment and Plan**

**Statutory Assessment**

* If a child has not made progress, then the next steps may be for the child to undergo an Education Health and Care Assessment.
* If a child is under compulsory school age, the local authority will conduct an EHC needs assessment available to the early years setting.
* Children aged under two are eligible where an assessment has indicated that the child is likely to have SEN which requires an EHC plan when they reach compulsory school age.
* When a child’s needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude an EHC plan is necessary.
* The local authority should involve the parent and must seek advice from the setting in making decisions about undertaking an EHC plan.
* Settings should prepare by collating information about the child’s SEND including:
	+ Documentation on the child’s progress in the setting
	+ Interventions and support provided by date
	+ Evidence of external agency assessment, support and recommendations
	+ Parental views and wishes (and where appropriate those of the child)

This information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

* The local authority must inform the child’s parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child’s parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.
* If the local authority decides that a EHC plan is not necessary, it must notify the parents and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority’s attention.
* If the decision following an assessment is to compile an EHC the local authority should consult collaboratively with the parents in the preparation of the plan ensuring that their views and their child’s preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
* Plans are evidenced based and focus on short term outcomes and longterm aspirations for the child including family and community support. Parents have the right to request a particular provision for their child to be named within their EHC plan.
* Local authorities should consider reviewing an EHC plan for a child under the age of five at least three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessary require the attendance of the full range of professional, depending on the needs of the child. The child’s parents must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

**External Intervention and Support**

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

*This policy is reviewed annually by Martlesham Preschool Committee*

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| This policy was adopted at the meeting of: | Martlesham Preschool |
| Held On: | December 2023 |
| Signed by Chairperson: |  |
| Signed by Preschool Manager: |  |
| Review Date: | December 2024 |