

*This is the Special Educational Needs and Disability (SEND)
Statement and Policy of*



Hadley Wood Pre-school and Playgroup

EYFS: 1.1 – 1.17, 2.1 – 2.6, 2.9-
2.14, 3.1 – 3.8, 3.45-3.47, 3.53 –
3.54, 3.65, 3.68, 3.69, 3.80.

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2021)

Special Educational Needs and Disability (SEND) code of practice.

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

Statement

Hadley Wood Pre-school and Playgroup prides itself on promoting inclusion and equality within the setting. We believe, every child makes a unique contribution to the dynamics of the group. Each child is valued for itself and all children have equal value and status. We understand that all children have individual needs, and some may have additional needs which should be identified and may need supporting in order that they can thrive and continue to develop alongside their peers. The wishes, the needs and wellbeing of the child are central to our practice and we aim to provide a nurturing and stimulating environment in which all children will be listened to and given countless opportunities to flourish regardless of need or disability. Where necessary children with SEND will be given extra support to maximise their potential. HWPP recognises the importance of collaborative working with parents throughout a child's learning journey and will actively liaise and support parents/families to help their child, seeking professional help if there is a need to do so as well as informing families of various relevant services available to them.

Aims and Objectives

- To create an enabling environment that meets the SEND of each child.
- To ensure that the SEND of children is identified, assessed and provided for.
- To make clear the expectations of all parties concerned.
- To identify the roles and responsibilities of staff in providing for children's SEND.

- To enable all children to have full access to all elements of the curriculum provided at HWPP.
- To ensure that there is collaborative working with parents in order that they to play their part in supporting their child's education.
- To ensure that our children have a voice in the process.

The SEND Policy at Hadley Wood Pre-school and Playgroup identifies that all staff are responsible for implementing the Policy and ensuring that the setting is working in line with the 'Special educational needs and disability code of practice: 0 to 25 years' (2015).

At present our named person as Lead SENCO is Angie Roberts (Supervisor) and Gemma Decio as SENCO.

Partnership with parents

Hadley Wood Pre-school and Playgroup believe that the relationships between parents, carers, the child and all staff are fundamental to the positive wellbeing of the individual and their development. We aim to build strong links between our setting and home. All information shared with us is valued and kept in the strictest confidence. Our partnership with parents/carers is based on the principles of mutual trust, respect and understanding. This enables us to work together for the good of the child so that the potential for social, emotional, physical and intellectual development can be maximised.

Planning

The interests of the child and the Early Years Foundation Stage (2021) are our starting points for planning that meets the specific needs of all the children in our care. Appropriate learning challenges are set, and staff respond to children's diverse learning needs. Some children have barriers to learning that means they have special needs and require particular action by our setting. Staff consider these requirements and make provision, if necessary, to support individuals to enable them to access the curriculum. Some children may need additional or different help from that given to children of the same age.

We ensure that both indoor and outdoor environments are enabling for all children. Physical changes can be made by moving furniture, altering the position of activities etc. Routines/schedules, type of activities will be altered/changed to accommodate every child.

Inclusion

At HWPP we aim to offer all the children in our care every opportunity to develop to their full potential regardless of their ability or needs. We have high expectations of all our children and by fostering mutual respect and care for each other they will be encouraged to feel a valued member of the HWPP family.

We respect the fact that children:

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

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 using all available senses and experiences.
- Planning for children's full participation in learning and in physical and practical activities.
- Helping children manage their behaviour to take part in learning effectively and safely.
- Helping individuals to manage their emotions and to take part in learning.

Children who need special educational provision are identified as those who require provision that is additional to or significantly different from that made generally to other children of the same age.

Children need support if:

- They have significantly greater difficulty in learning than the majority of children at the same age, or
- 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.

Information gathering, settling in and the way forward.

On their pre-visit parents are requested to bring with them the documentation in the Welcome Pack which includes a registration document and an 'All About Me' form. Additionally, we now request to see the red Health Visitor Book/diary which acts as a port of information for flagging any concern a child has or is displaying, allowing staff to plan appropriately, if there is a need to do so. These documents specifically ask parents to identify any concerns which they may have regarding their children. Parents are also asked verbally to discuss settling-in, to identify any particular needs and to suggest how best to proceed for their child.

Children take varying lengths of time to settle into a new setting and therefore our policy in this regard is very flexible. (See Settling In Policy)

Early identification is vital and HWPP have a duty to highlight any concerns to parents and then enlist their active help and participation.

Response:

All children on entry will undergo a period of assessment in light of the information received from parents. All staff will observe, and the Key Persons will collate, assess and discuss any areas of concern with the SENCO as soon as possible in order that we can respond quickly to any additional needs.

If a concern is raised by either staff or parent HWPP will:

- Observe, record and assess whether the child has reached expected levels.
- Monitor progress across all areas of development especially within the Prime areas and in particular **communication and language**.
- Seek more information from parents regarding development, behaviour, and relationships, and any additional information they may hold from outside agencies e.g., Health Visitor, GP.
- services
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January (2015) / statutory framework for the EYFS (2021)
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity

- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities

Once an overall assessment, analysis of need has been made, then a meeting will be called between parents and SENCO to establish the next steps. We will discuss with parents the aspirations they have for their child and the desired outcomes. We decide with parents how we will address and monitor the concern to help all parties. These would normally be interventions which are in addition to or different from those normally carried out by staff to follow the settings normal curriculum pathway.

Following discussions any strategies we put in place will be recorded on a CSP (Child Support Plan). CSPs/Individual Educational Plans (IEP) will be reviewed and evaluated at regular intervals by the Key Person, SENCO and parents and adjusted in light of effectiveness and progress. The parents/carers views on the child's progress will be sought and another CSP/IEP will be put in place if necessary. Several achievable goals will be identified, and these will be brought to the attention of all parties concerned (parents/carers, relevant HWPP staff) so that in relation to the child, everyone can work towards the same targets. Any specific interventions will be recorded.

If the CSP review identifies that support is needed from outside agencies, we will consult parents before any approaches are made. Outside support agencies will provide information for the child's new CSP and these will be acted upon by the setting.

If a child continues to demonstrate considerable cause for concern, all evidence will be gathered together, discussions with all agencies will take place to establish whether a multi-agency application for additional ongoing support should be made. The SENCO will start the process of gathering a range of written assessments to support the request.

If a need has already been identified HWPP will:

- Offer different opportunities or use alternative approaches to his/her learning if required. We will record the child's strengths and weaknesses through written observations which will be kept in the child's individual files. We will review and adapt the approach and content as necessary.
- Work with those agencies to support their identified programmes. Outside agencies will be able to offer advice with appropriate targets and access more specialised assessments, strategies and expertise than we are able to provide within our setting. Progress will be monitored and reviewed at regular intervals and adjustments made if required.
- Parents will be spoken to sensitively and their concerns listened to and noted.
- They will be encouraged to work in partnership with all involved and to participate in the strategies put in place.
- Organise a meeting between all agencies in the last half term before entry to the allocated Reception Class, to inform and to share strategies, to work together to prepare the child for transition taking into consideration the views of the child whenever possible.
- Signpost parents and families to our Local Offer to access local support and liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools. (See our transitions policy).
- Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, considering their levels of ability
- Review children's progress and support plans [e.g., every 4-6 weeks] and work with parents to agree on further support plans

- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided.
- Raise awareness of any specialism the setting has to offer, e.g., Makaton trained staff.
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g., additional support reviews, Education, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually

*Our nursery Special Education Needs and Disabilities Co-ordinator (SENCO) is **Gemma Decio and Angie Roberts as LEAD SENCO.***

Role of the SENCO

- To manage the day-to-day operation of the policy.
- To support and advise colleagues.
- To oversee the records of children with Special Education Needs.
- Act as a link with parents.
- To act as a link external agencies and other support agencies.
- To monitor the Special Educational Need Provision.
- To manage a range of resources to enable appropriate provision for children with Special Educational Needs.
- To attend relevant training to improve understanding and keep abreast of current legislation.
- To contribute to the professional development of all staff.

Training

All 8 members of staff are experienced in working with children. Four members of staff have L3 and one with L2 qualification in Child Care and L3 in Health and Social Care. There are two who are qualified to Level 6 with EYPS. The SENCO is currently undergoing training on the CERTSEY Programme for children with SEND whilst also attending courses on Autism. All staff are kept abreast of changes in legislation relating to the 'SEND Code of Practice 2015' and will be encouraged to continue their professional development (CPD) through SEND training programmes.

Effective assessment of the need for early help

We are aware of the process for early help and follow the following procedure:

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g., education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them.
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (*Working together to safeguard children 2018*).

Graduated Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our SENCO and appropriate records will be kept according to the Code of Practice.

Assess

In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services, or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEND support, and having formally notified the parents, the key person and the SENCO, in consultation with the parents, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The child's key person will be responsible for working with the child daily. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the

SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

Education and Health Plan (EHC)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including:

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's SEND
- evidence of the action already being taken by us as the early years provider to meet the child's SEND
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other agencies to ensure that the child receives the support they need to gain the best outcomes.

We will review this policy annually to ensure it continues to meet the needs of the children/parents and our nursery.

Transition

Documentation related to the child including observations and assessments will be used to determine the future planning for a child with SEND and this should provide a smooth transition from one setting to another. When a child leaves Hadley Wood Pre-school and Playgroup a member of staff from the receiving school will be asked to attend the final review meeting where concerns will be aired, and strategies discussed. A settling-in programme tailored to the specific needs of the child in collaboration with the child, parents and all involved will be developed. (See Transition Policy)

Documentation Tools:

Registration Document
Red Health Visitor's Book
'All About Me' form
Initial information Sheet
Two Year Check
ABC Record Sheet
Parent/Staff monitoring Log
Register of Initial Concern
Register of Need
Early Help Plan/Child Support Plan
EHCP – Education Health Care Plan
UPCAT assessment
LASSEY Programme

The SEND policy will be reviewed regularly and updated to take account of any new organisation, legislation, or changes in legal framework.

If any parent/carer has any need to register a complaint about procedures within Hadley Wood Pre-school and Playgroup regarding SEND they must first follow the setting's complaints procedure set out on the notice board or in a format (i.e., Braille, audio, large print and/or additional languages) of their choice upon request

All staff have been consulted during the writing of this policy and have approved its content.

Supervisor's signatureAngie Roberts

This policy will be reviewed annually and rewritten if amendments are required.