



Drayton Daisy Chain Pre-school Special Educational Needs and Disabilities Policy

This policy has been created with regards to the following:

- 0-25 SEND Code of Practice 2015
- The Equality Act 2010
- The Children and Families Act 2014
- Working Together to Safeguard Children 2018
- Statutory Framework for the EYFS 2021

As defined by the Code of Practice 2015 for those who have Special Educational Needs and Disabilities (SEND):

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.'

At Drayton Daisy Chain Pre-school we are committed to the inclusion of all children. We ensure all children are cared for and educated in order to develop to their full potential. We provide a welcoming, nurturing (wheelchair accessible) environment with inclusion for all children and their families at the heart of our practice.

We focus on each child's individual learning, development and care needs by:

- Removing or helping to overcome barriers for children
- Being alert to the early signs of needs that could lead to later difficulties, and responding quickly and appropriately, involving other agencies if necessary
- Stretching and challenging all our children
- Planning for children's needs on a daily basis
- Providing activities to suit every child whatever their need
- Carrying out observations and keeping records in liaison with parents to enable the monitoring of children's needs and progression on an individual basis. All records are kept in the strictest of confidence.
- Working in liaison with external professional agencies and services for support, advice and training.

Role of the SENCO

The SENCO (Special Educational Needs Co-ordinator) is Mrs Vikki Murray (Manager).



In her absence please speak to Mrs Sara Thorpe (Manager) or Miss Emma Callaway (Deputy Manager).

The SENCO is responsible for:

- Working closely with children and their parents/carers to best support children's individual needs
- Working closely with the child's key person in preparing and reviewing IEP's and assessment and record keeping
- Liaising with external agencies and any other settings the child may attend
- Updating own knowledge through regular training and that of other staff at the setting
- Implementing and updating policy and keeping up to date knowledge of any changes in legislation and codes of practice

Inclusive Curriculum

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 set suitable learning next steps and respond to children's diverse learning needs. Some children have barriers to learning that mean they require particular action by the Pre-School to support them.

Where a child appears to not be working at the expected level of ages and stages development, or where a child's progress gives cause for concern, Early Years Educators will consider all the information about the child's learning and development from within and beyond the setting. From within the setting Early Years Educators will particularly consider information on a child's progress in the prime areas to include: Communication and Language, Physical Development and Personal, Social and Emotional Development. Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child requires support for SEND. All the information will 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 SEND, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, challenging or withdrawn behaviour does not necessarily mean that a child has SEND. However, where there are concerns, there will be an assessment to



determine whether there are any factors such as an underlying learning or communication difficulty as a barrier for the child to succeed.

Children may have Special Educational Needs and Disabilities either throughout or at any time during their Early Years Development. This policy and our pre-school procedures ensures that curriculum planning and assessment for children with Special Educational Needs and Disabilities takes account of the type and extent of the difficulty experienced by the child.

Our Aims and Objectives

- to create an inclusive environment that meets the needs of each child
- to ensure that the Special Educational Needs of children are identified, assessed and supported and 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 and Disabilities
- to enable all children to have inclusive, full access to all elements of the Early Years curriculum no matter whatever their need
- to work in liaison with external professional organisations and agencies for support, advice and training to help meet children's specific needs
- to ensure that parents are able to play their part in supporting their child's education and needs
- to ensure that our children have a voice in this process
(If a child is unable to communicate their preferences, then it is essential to use a communication method that they can use, such as Makaton, or Picture Exchange Communications Systems (PECS). If a child is unable to use one of these systems then a familiar and trusted adult, such as a parent or the child's key person, will be invited to interpret the child's wishes or preferences from their observed behaviours)

Assessment and Early Identification

We follow the graduated approach at pre-school which is to:

- Assess - a child's key person observes their progress and raises any concerns with the SENCo
- Plan - If the child needs SEN support, the SENCo and key person must talk to the parents and with them decide what action(s) to take.
- Do - The key person, SENCo and parents together put the plan into action, with the SENCo bringing in specialist help as required, for example, speech therapist, educational psychologist.



- Review - parents', key person, SENCO monitor the child's progress, review the plan regularly and write a new one as required.

All our children are assessed when they join our Pre-School, so that we can build upon their prior learning and correct stage in development. 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) and the child's Key person, they will offer interventions that are additional to those ordinarily available and provided as part of the Pre-School's usual working practices. The Key person/SENCO 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 further assessments and referrals of the child's needs.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show 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 review of each IEP.

If the IEP 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 pre-school by external support services. This may lead to additional strategies and external support outside of the setting. External support services will provide information for the child's new IEP. The new strategies within the IEP will be implemented during the child's sessions at pre-school.

If the child continues to require significant support, a request for an Education Health Care Plan (EHCP) will be made to the Local Education Authority. The SENCO will start the procedures, a range of written evidence about the child will support the request.

Education Health and Care Plans (EHCP)

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs and or disabilities of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment.



After this assessment has been approved and carried out an EHCP may be compiled.

Where a child has an EHCP, the local authority **must** review that plan at 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 EHCP 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

Local Offer

Our Local authority (Portsmouth) 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 SEND, including those who do not have an Education, Health and Care (EHC) plans.

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 children with SEND and their parents, and service providers in its development and review.

You can find the Portsmouth local offer website here <https://portsmouthlocaloffer.org/>



Additional funding support

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within pre-school, including the specific provision for children with SEND. We may apply with parental permission for either emerging or higher needs funding from the Portsmouth early years inclusion team to be able to further support a child with SEND. This funding will be used to provide additional specific resources, increased adults support time for interventions, staff training and time allocated for meeting so as to best support the child and their family.

Partnership with parents/carers

Drayton Daisy Chain Pre-School work closely with parents in the support of those children with Special Educational Needs and or Disabilities. We encourage an active partnership through an ongoing dialogue with parents/carers.

We have termly meetings with parents to review the progress of their children against the targets set in their IEP and to inform new targets 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.

Reviewed by Management Team - June 2024