

Equal Opportunity

Supporting children with special educational needs



Policy statement

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

- We have regard for the DfES Special Educational Needs Code of Practice (2015).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give their name to parents.
- Our SENCO is Jenny Pring, and our Deputy SENCO is Heidi Fisher.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We focus on the child as an individual and not their SEN label
- We highlight the child's strengths and capabilities
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- If external agencies are already involved with the child, we invite them to help decide on what appropriate interventions are needed to help meet outcomes for the child. The

SENCo should take the lead in coordinating further actions including preparation of the action plan and setting short-term targets.

- The key person and SENCo work in partnership with the parents and other agencies to involve the child wherever appropriate.
- We ensure everyone involved with the child is given an opportunity to share their views. Parents are encouraged to share their thoughts on their child's difficulties and are involved in the decision as to what happens next.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs, tailoring support to the needs of the individual
- We provide all children and staff the necessary guidance to ensure the inclusion of children with SEN (for example, basic hand signs).
- We use a system of planning, implementing, monitoring, evaluating, and reviewing action plans (My plan) for children with special educational needs.
- We 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.
- Copies of all monitoring and plans are kept in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
- If a child requires specific medical interventions during their time in the setting, a Health Care Plan will be completed and integrated into the general plans to ensure the child's medical needs are known and safely met.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, considering their levels of ability.
- We have systems in place for supporting children and working with other agencies through each stage of the Early Help Record & Plan process.
- The Early Help assessment (record) and 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 and Care (EHC) Assessment, and development of an EHC plan.

Graduated approach

1. Following on-going assessment and observation, a child is identified as having difficulty with one or more areas of development or
Concerns raised by parents or carers regarding child's development.

2. The child will be given support and staff will apply some simple strategies and resources.
3. Despite applying differentiated strategies, the child continues to struggle.
4. 'My plan' is completed with the parents. This details what the child is good at and sets appropriate goals. How the setting will provide targeted support and how the parents will help the child is detailed. A review date is agreed to monitor progress made.
5. 'My plan' is reviewed normally after 6 weeks. If appropriate it is updated, and another review date agreed.
6. If insufficient progress has been made, The Early Help assessment (record) and Plan is completed. This will involve any other professionals involved with the care of the child and will set an agreed approach and desired outcomes. This is regularly reviewed.
7. If deemed necessary, and with the support of other professionals, the Statutory Education, Health and Care assessment and plan (EHCP) will be requested. This is an assessment carried out by the local authority. Further details are available from the SENCo.

The Early Help Record and Plan is the common process in Swindon for supporting children, young people and families with additional needs through early identification, swift intervention and a planned, coordinated response. The aim is to consider the needs of the child or young person in four key areas:

- Health and Well-being
- Development needs, educational attainment and achievement
- Parenting/caring
- Family and Community

The intention is for all children and young people, irrespective of their circumstances, to have the best start in life, to grow up safe, stable and healthy, to fulfil their potential and make a contribution to their community.

The Early Help Record is the first part of the single assessment process that aims to empower children, young people and their families and provide a timely, seamless service if needs escalate. The Single Assessment supports families through early help to escalating complex needs and urgent needs that require a statutory response from children's social care (see Swindon Safeguarding Partnership Threshold Guidance) and/or an Education, Health Care Plan to respond to special educational needs and/or disability

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- We provide resources (human and financial) to implement our Special Educational Needs Policy.

- We raise awareness of any specialism the setting has to offer, e.g., Sign-a-long trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., Individual Play Plan reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated, and reviewed annually.
- We provide a complaints procedure.
- Our Equal Opportunity, Valuing Diversity and Promoting Equality Policy is in place to further support this policy.
- We monitor and review our policy annually.

Record keeping

We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.

1. This will include details of the initial discussion with parents
2. The procedures followed and any referrals made
3. Evidence of the child's progress and barriers to learning
4. Observation and monitoring sheets
5. Expressions of concern
6. Risk assessments
7. Health care plans
8. SEN action plans
9. Meetings with parents and other agencies
10. Additional information from and to other agencies
11. Agreements with parents
12. Guidelines for the use of a child's individual equipment
13. Referral to the local authority requesting a EHCP and copy of the EHCP

Further guidance

- Special Educational Needs Code of Practice (DfES 2015)
- Early Years Foundation Stage Statutory Framework (DfE 2021)
- Working Together to Safeguard Children (DfE 2015)

Authorisation & Review

This policy was adopted at a meeting of Wroughton Preschool
Held on _____
Date to be reviewed Yearly at AGM
Signed on behalf of the management
committee _____
Name of signatory _____
Role of signatory (e.g. chair/owner) Chairperson