



## **Supporting Children with Special Educational Needs & Disabilities (SEND) Policy**

The Children and Families Act 2014 requires local authorities to publish, in a single phase, information on services and provision across education, transport, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND).

More information about the local area can be found at [www.wiltshirelocaloffer.org.uk/education](http://www.wiltshirelocaloffer.org.uk/education) .

This 'local offer' includes early years settings. The information below forms our setting's current offer and shows how we have, for many years, provided for and supported children with special educational needs and disabilities.

### **Policy Statement**

At Neston Pre-school Playgroup we support children with special educational needs and disabilities by providing an environment in which all children are supported to reach their full potential.

We ensure our provision is inclusive for all children with special educational needs and disabilities.

We support parents of children with special educational needs and disabilities.

We identify the specific needs of the children with special educational needs and disabilities and meet those needs through a range of SEND 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.

We have a designated Special Educational Needs Co-ordinator (SENCO) who currently is our Manager / Play Leader (Tina Munford).

We comply with the Statutory Framework for the Early Years Foundation Stage (2014) and the Equality Act (2010).

We have regard to the Special Educational Needs and Disability Code of Practice (2014).

# PROCEDURES

## 1. Identifying Children with Special Educational Needs and Disabilities

On induction to our preschool the SENCO and all parents share information about the strengths and needs of the child to create a positive partnership.

Each child has a key person who works closely with each child and the family, and may identify a possible individual need.

- 1.1 Ongoing observational assessments are made of all children and are linked to the Early Years Outcomes and Development Matters ages and stages of development (as outlined in the Statutory Framework for the Early Years Foundation Stage).
- 1.2 We undertake a 'progress check at age 2' which supplies parents/carers with a short written summary of their child's development. Please refer to the '*Key Person and Settling In Policy*' for more details.
- 1.3 Reports from health care professionals may identify a child's individual needs and we will include these in planning for the child's learning and development.

## 2. Supporting Children with Special Educational Needs and Disabilities

- 2.1 Families will be supported for as long as it takes for their child to settle. We want all children to feel happy and safe with us.
- 2.2 Our SENCO will work with all our staff to ensure our SEND provision is relevant and appropriate.
- 2.3 We use the 'graduated approach system' for identifying, assessing and responding to children's special educational needs. This means using a step-by-step response through the various levels of intervention which are; discussion of a concern; targeted support; specialist support; and Education, Health and Care Plan (EHCP) which in Wiltshire is referred to as a 'My Plan'.
- 2.4 Our SENCO will explain how children's individual needs can be met by planning support using a written Individual Education Plan (IEP), My Support Plan, EHCP or Health Care Plan as well as a One Page Profile.
- 2.5 The key person will oversee the IEP targets.
- 2.6 IEP targets will be reviewed and new ones planned by the child's key person, SENCO and parents.

- 2.7 We access additional support from other professionals where necessary.
- 2.8 Our SENCO will work with all other staff to ensure implementation of the IEP and subsequent continuity of care and education by everyone.
- 2.9 We ensure that parents are informed of their child's progress at all stages of assessment, planning, provision, monitoring and review.
- 2.10 Learning Journals (overseen by key person) are available to view at any time and may be borrowed to take home.
- 2.11 All documentation is kept securely to ensure confidentiality.
- 2.12 Funding can be applied for to support a child with additional / Special educational needs and / or disabilities.
- 2.13 Our SENCO has completed specific SENCO training, regularly attends local cluster meetings and SENCO updates.
- 2.14 Staff have attended training linked to specific needs and will attend further courses if required.

### **3. Accessibility of the Environment**

- 3.1 We will assess the environment according to the needs of the individual child.
- 3.2 There is access to the building via a ramp or steps at the front as well level access to the side of the building.
- 3.3 There is an accessible toilet available.
- 3.4 Resources within the environment are easily accessible by the children who have free choice and can request resources that are stored in the container or cupboards by using picture cards if these resources are not already out.
- 3.5 We will explain the limitations of the building and will make changes or adapt our facilities where possible.

#### **4. Working with other Professionals**

We have regular contact with the following professionals:

- Early Years Inclusion Officer  
Early Years Advisory Teacher  
Health Visitors
- Speech and Language Therapist
- Local Children's Centre Staff (e.g. parent support advisers)

Advice from professionals in other areas may be sought as a need arises, such as:

- Physiotherapist
- Occupational Therapist
- Common Assessment Framework (CAF) co-ordinator

There are many other professionals who we can contact regarding a child's specific individual needs.

#### **5. Moving on to School / or Another Setting**

5.1 We hold transition review meetings to plan transition for a child into school / other setting. As well as parents and preschool staff, these could include foundation stage school teachers, school SENCO, receiving setting staff and relevant professionals.

5.2 We share all documentation such as IEPs, My Support Plans, early years assessments and observations with the next school/setting.

5.3 We invite the receiving school/setting to visit our Preschool to familiarise themselves with, and observe the child and to share information in partnership with parents

#### **6. Further information**

6.1 The key person is always available for advice and support in the first instance. A list of every child and who their key person is displayed on the board in the hall.

6.2 Our SENCO is also available to offer advice.

6.3 We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and others.

6.4 If a child's needs have been referred to a specific team we will be able to support parents in accessing these services.

