



Special Educational Needs and Disability (SEND) Policy

Introduction

Pixie's Pre-School values all pupils equally.

We work hard to ensure that pupils receive an inclusive education appropriate to their needs. We recognise that some children present with special educational needs and/or disability before reaching compulsory school age. It is therefore important to identify and assess all children as early and effectively as possible.

The SEND Code of Practice (2014) states the following:

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”

At Pixie's we strive to follow the above statement to give all pupils the very best start as they begin their learning journey.

Provision for children with special educational needs and/or disability will initially be made within the Pre-School, especially where no statutory assessment is necessary.

- Evidence will be gathered, and appropriate professional help sought if a child needs intervention beyond that available from within the Pre-School and its staff.

The SEND Code of Practice (2014) offers the following guidance on identifying what SEND is:

5.27: In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years.

5.28: Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this

should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

The Equality Act 2010 replaced the Disability Discrimination Act 1995. The SEND Code of Practice (2014) describes a disability in the following way:

xvi. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled St. Mary’s Community Nursery School SEND Policy Reviewed November 2020 Approved by Children and Learning Committee November 2020 Approved by Governing Body 1st December 2020 2 children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Identifying and assessing SEND 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.

The Role of the Special Educational Needs Co-Ordinator (SENCo)

The SENCo will:

- Assist in identifying any difficulties a child may have
- Plan appropriate approaches and strategies using his/her own knowledge and in liaison with other professionals involved with the child such as Educational Psychologists, Speech & Language Therapists, Occupational Therapists etc.
- Update parents/carers regularly both formally in the form of a meeting half termly and informal meetings as required by either himself/herself or parents
- Review the SEND Policy each year in relation to new legislation
- Provide a multi-professional way of working and sign post parents to outside agencies where appropriate
- Keep records of children identified with SEND and makes sure these are kept up to date with the child’s progress and next steps
- Ensure all practitioners understand their responsibilities with regard to children with SEND
- Attend meetings where appropriate
- Ensure children with SEND receive an enhanced transition package when moving to Primary School or an alternative setting

The SENCo undertakes regular training; both broader courses on the role of the SENCo and in relation to more specific needs such as Autism and Speech & Language courses. She attends regular cluster meetings to share approaches and ideas with other settings and professionals. She assists the key person of SEND children to access training to support any children they are caring for.

How the Pre-School will identify SEND

- Through notification from an outside agency such as Health Visitors, Child Development Centre, Speech & Language Therapists and any other professional service supporting the child. Where a child is identified through this route a Team Around the Child Meeting (TAF) will be held to ensure appropriate provision is in place for when the child begins at Pre-School
- Through notification from the parent/carer when the registration form is completed that the child has significant needs/disability. Where a child is identified through this route a TAF will be held to ensure appropriate provision is in place for when the child begins at Pre-School
- Key Worker/SENCo identifies an additional need through discussion with parents during the induction period
- Key Worker/SENCo identifies an additional need through observing the child in the setting
- Any other member of staff raises concerns with the child's key worker

We use the Early Years Outcomes to assess children's strengths and weaknesses to ascertain whether they are developing at age-appropriate levels. We will observe the progress that all children make on the prime and specific areas of learning and identify any child who appears to be having difficulty in any area of learning. The child's learning will be recorded on Blossom and will be shared regularly with parents/carers. If we feel that a child needs additional support or differentiated provision, we will, first, discuss this with parents/carer and will then implement One Planning, a graduated approach in a person-centred way with four stages of action: assess, plan, do and review. This plan will be reviewed termly. The plan will also document how parents/carers can support their child at home.

If a child requires support which is over and above what is normally available to the provision, we can request further support and advice through other professionals. This may include Educational Psychologists, Early Years Support Workers, Health Visitors, Occupational Therapists and Speech & Language Therapists.

SEND Policy in practice – assess, plan, do and review

One Planning is a way of completing the graduated approach in a person-centred way. The graduated approach '*draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people (sic CYP)*'. SEND Code of Practice 2015 (6.44)

At Pixie's One Planning will involve all those people with a significant role in enabling the learning and development of the child. It will ensure:

- All children and young people who have special educational needs will have their needs met
- The child and their family will be placed at the centre of the process; their views and wishes will be taken in to account
- All children who have special educational needs will receive a broad, well balanced and relevant education
- One planning and One plans will be unique to the individual learner and reflect their strengths and aspirations
- One Planning and One Plans will impact positively on progress in order to be considered effective.

At Pixies we will implement high quality inclusive teaching and whole setting systems for assessing, planning, implementing and reviewing progress. If a child is identified through this process as not making expected progress, we will begin One Planning 'Assess, Do, Plan, Review'.

Assess

- Draw on information from whole setting observations
- Gather information from parents
- Gather information from external agencies
- Assess against SEN criteria

Plan

- Child, Parent, SENCo, Key Worker, external professionals agree interventions, support and expected outcomes
- Record in child's file
- Inform all staff

Do

- Implement Plan
- Key worker remains responsible for working with the child on a daily basis towards the outcomes
- Key worker and SENCo will assess the impact of the plan

Review

- Impact assessment: can outcomes achieved be backed up by the child's learning journal?
- Gather views of parent and child on impact of support
- Revise plan in light of the outcomes
- Agree plan and circulate copies to parents and relevant professionals
- Set a date for the next review

Planning support for children with SEND

At Pixie's we endeavour to provide an inclusive environment by:

- Ensuring our planning and continuous provision includes approaches and activities that support the progression of children with SEND
- Differentiating our activities so that they are achievable for all children, and thereby providing all children with a sense of success to build their confidence
- Adapting our materials and teaching styles to deliver a fully inclusive curriculum
- Drawing up risk assessments for individual children if necessary
- Monitoring how each child with SEND learns, through One Planning

Statutory Assessment

Many children and young people will make good progress towards their outcomes through the cycle of Assess, Plan, Do, Review (One Planning).

They will make good progress with universal and additional support.

However, some children and young people have more complex needs and need highly personalised advice and support to access learning at nursery, in school or college. It may be appropriate to ask the local authority for an Education, Health and Care (EHC) needs assessment if a child:

- has complex needs and/or a life-long disability
- is receiving support from a wide range of services
- is not making progress even though the support is increasing in type and amount

An EHC needs assessment asks professionals who are supporting your child to provide comprehensive advice about how best to meet your child's needs. If the EHC needs assessment demonstrates that a child needs a more intensive level of specialist help that cannot be met from the resources available to schools and other settings, an EHC plan is issued. An EHC plan brings your child's education, health and social care needs into a single, legal document.

Transition of children with SEND

SEN support will include planning and preparation for the child's transition into primary school or another setting. If the child has a One Plan in place, the new teacher will be invited to the review meeting in the July term in order to include strategies to support the transition. The child will be given an enhanced transition package, which may include additional visits to the new setting and visits to Pre-School from the new teacher.

Information for parents

All parents will be informed of the Pre-School's SEND Policy through the following ways:

- The Special Educational Needs Policy will be posted on the Pre-Schools website and Facebook page
- Welcome pack – This is an information pack given to all parents before their child starts Pre-School. It will contain a section informing parents of basic responsibilities of the Pre-School with regards to SEND
- Welcome meetings – The SENCo will be available if parents have any questions in relation to SEND

Monitoring our SEND Policy

We will monitor our policy by:

- Reviewing it annually or whenever new legislation is passed
- Circulating it to parents/carers of children with SEND annually
- Gaining feedback from parents/carers and staff as to whether they feel we are meeting the requirement of the children with SEND
- Referring parents to the Manager of the Pre-School if they are unhappy with any aspect of the provision in place for children with SEND
- Ensuring all staff read the SEND policy; both when beginning their employment and on a yearly basis to ensure they have a clear understanding of their responsibilities for children with SEND

Premises

Our Pre-School is a village hall which is on one level and suitable for wheelchair access and walking frames. We have a toilet for the disabled, nappy changing facilities and a safe and secure garden.

Complaints Procedure

Any complaint about SEND provision should be made to the SENCo initially, who will report back with a week. If the matter is still unresolved, the next point of contact will be given to the parent who will be the manager of the Pre-School.

Guidance and publications:

- Early Years Guide to the 0-25 Send Code of Practice (DfE 2014)
- Special Educational Needs & Disabilities Code of Practice 0-25 years (DfE 2014)
- Equality Act 2010
- Children & Families Act 2014
- Essex County Council Local Offer



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Staff Log

(All staff will read the Special Educational Needs & Disability (SEND) Policy when their employment at the Pre-School commences and then on a yearly basis as a refresher.)

Name	Signature	Date Read	Refresher Due Date
Hayley Miller			
Danielle Bramwell			
Maria Rojas			
Melanie Hermitage-Gunn			
Joanne French			
Natalie Kehoe			
Lauren McPhail			