



Safeguarding and Welfare Requirement: Equal Opportunities

Hawkesbury Preschool has and implements a policy and procedures to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

9.2 Supporting children with Special Educational Needs & Disabilities (SEND)

The 2015 SEN Code of Practice states *'Where health professionals (which includes Early Years providers) are of the opinion that a young child under compulsory school age has, or probably has, SEN, they must inform the child's parents and bring the child to the attention of the appropriate local authority.'*

To meet this legislation we have this following policy in place

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. Children with SEN will be offered a place at Hawkesbury Preschool in accordance with our Admissions Policy and Administering Medicine Policy

We treat every child as an individual and we have high expectations of children regardless of special needs or disability. We have a highly qualified and experienced staff team who are confident in monitoring and assessing the abilities and developmental progress of all children, ensuring we identify the specific needs of children and meet those needs of children with SEND through a range of strategies.

We will adapt practice where we feel it is necessary and where we feel it will benefit the child/ren.

We will work with parents/carers, and outside agencies, with parental permission, to ensure we are fully able to meet the needs of the child within the limits of our setting. We will

endeavour to make necessary adaptations to be fully inclusive to each individual; however some constraints, for example the layout of the building and that we rent a public building may not make this possible. We offer flexibility within our settling in procedure to ensure the needs of the child are met before starting with us. Also to ensure we have accessed any appropriate training to successfully include the child, for example administration of any medication or signing

- We have regard for the Special Educational Needs & Disability (SEND) Code of Practice 0-25 years (2014) ensuring that we work in partnership with parents and that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability to comprehend.
- The 2015 SEN Code of Practice identifies four broad areas of need, namely:
 - Communication and Interaction - Cognition and Learning - Social, Emotional and Mental Health Difficulties, and - Sensory and/or Physical needs

Our Designated Special Educational Needs Co-ordinator (SENCO) is Louisa Tooker and our **deputy SENCO is Miranda Baldwin**. However all staff have a responsibility to ensure that the needs of all children are met, therefore it is often the keyperson who will initially raise the concern and will work with the parent/s in conjunction with the SENCO and outside agencies as necessary.

What we do if we have a concern

The additional needs of a child may be mild, however early intervention enables a child to progress and often 'catch up' with their peers with additional support. For children with complex needs we aim to achieve the best possible outcomes for the child, supporting them to reach their full potential.

We operate a **graduated approach** to supporting children with SEN/D as follows

The SEN four-part graduated approach, or cycle:

ASSESS – we carry out a clear investigation of the child's needs through a variety of observation and assessment techniques. The initial assessment is reviewed regularly to check the support matches the needs.

PLAN – Where it is decided to provide SEN support, and having formally notified the parents, the setting should agree, in consultation with the parents, 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. We ensure that all targets and outcomes are clearly defined and are SMART (Specific, Measurable, Achievable, Realistic and Time limited). 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 will be identified and addressed.

DO – The child’s keyperson is responsible for working with the child on a daily basis. With support from the SENCO, they oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO supports the keyworker 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 is reviewed in line with the agreed date. The impact and quality of the support is evaluated by the keyperson and the SENCO working with the child’s parents and taking into account the child’s views. They should agree any changes to the outcomes and support for the child in light of the child’s progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

If after 3 cycles of the support plan the child has made no or little progress we will request support from South Gloucestershire Council’s Early Years Team with the parent’s consent. The parent **MUST** sign an ‘**Information sharing consent form**’ before support can be sought. We will continue to support the child and their family.

If the child’s needs are severe, additional support is sought and the keyperson, the SENCO, the parent/s and the Early Years Intervention Team will devise an Educational Health & Care Plan (EHCs) to support the child and their family.

When the child transfer to school or another setting all information regarding the child’s needs and support is transferred (with parental consent)

Funding:

With parental consent additional funding may be sought via the 'Inclusion Fund' or 'Disability Access Fund' (DAF) to support the child within Preschool and we will support parents to access funding they may be entitled to with support of the Early Years Team.

Support for children with SEND and their family

Single Assessment for Early Help (SAFeh) through First Point

Single Service Referral for Speech Therapy

Further guidance/legislation

Children & Families Act 2014

Special Educational Needs & Disability Code of Practice 0-25 years (2014)

The Special Educational Needs & Disabilities Regulations 2014

Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children

The Children Act 1989

Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education,

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission

Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

The Mental Capacity Act Code of Practice:

The Statutory Framework for the Early Years Foundation Stage (2014)

The Special Educational Needs & Disabilities (Personal Budgets) Regulations 2014