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Rainbows End Pre-School

Timebridge Community Centre

Mobbsbury Way

Stevenage

Herts

SG2 0HT

**Special Educational Needs**

**Policy Statement**

At Rainbows End Preschool we recognise and believe that every child should be equally valued, included and have the best possible learning opportunities to achieve their full potential, we therefore promote inclusive practice.

We recognise that some children have particular needs or disabilities, and we take specific action to support and encourage these children within a caring environment.

We therefore welcome all children and parents/carers into the setting, and we will endeavour to meet each child’s individual needs. The Preschool aims to:

* Identify special educational needs and disabilities at the earliest opportunity.
* Develop a partnership with parents/carers to aid early identification of special educational needs.
* Ensure equal access to the preschool by all children, including those with special educational needs.
* Provide a wide range of learning opportunities.
* Build on each child’s knowledge, experience, and abilities.
* Provide a firm foundation for all future learning.

This policy has been written with reference to the following guidance and documents:

* Special Educational Needs and Disability Code of Practice 0-25 years (2014) Updated (January 2015).
* Statutory Framework for the Early Years Foundation Stage (2015) Updated (March 2017).
* Children and Families (Act 2014).
* Equality Act (2010).
* The Special Educational Needs and Disability Regulations (2014)
* Working Together to Safeguard Children (2015).

**Admissions**

At Rainbows End Preschool our Admission Policy ensures that no child will be refused admission to our setting on the basis of his or her special educational need. In line with the Equality Act (2010), we will not discriminate against any child. We will accommodate any adjustments that might be necessary for disabled children.

**Procedures**

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCo) and give his/her name to parents. Our SENCo is:

**Sheryl Roberts and Clair Rivers-Ward**

**Our Aims**

* To ensure that all staff, including students and volunteers, are aware of the details of the SEND policy.
* To ensure that we are working with due regard to the current SEND code of practice.
* To identify the necessary provisions and staff arrangements to meet the special needs of all children.
* To adapt, modify and develop activities through planning to ensure children can access all activities.
* To make flexible arrangements for additional adult support to enhance the social development and interaction of children.
* To ensure the physical environment is suitable for the child and make reasonable adaptations to fit the needs of the individual.
* To challenge inappropriate attitudes and practices.
* To promote diversity and difference and encourage children to value and respect others.

**Staff Responsibilities**

Their roles and responsibilities are:

* To ensure the aims of the SEND policy are reflected in the practice of our setting.
* To ensure that the needs of all the children with a SEND are being included in all aspects of the preschool's planning, practice and assessment.
* To maintain a special educational needs register and to keep up-to-date records on each child at each appropriate stage.
* To support staff and keep them well informed of developments in relation to SEND.
* To ensure that all staff are aware of the procedures for identifying, assessing, and making provision for children with a SEND.
* To ensure staff development through staff training and course feedback at staff meetings.
* To ensure effective liaisons with parents/carers and external agencies.
* To set dates for evaluations and reviews, whilst working in partnership with parents/carers, ensuring copies of all written reports are available to parents/carers.
* To support staff when liaising with external agencies for example attending meetings and reviews.
* Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January 2015.
* Staff will be sent on courses that support their roles as early year’s practitioners. They are able to access specific courses designed to support them when working with children with a SEND, or medical needs.
* Staff are all made aware of the process of identifying a SEND child and are supported in their roles by the preschool SENDCo and the local authority area SENDCo.

**Effective Assessment Of The Need For Early Help**

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g., education, health, housing and/or police) there should be an inter-agency assessment. These early help assessments, such as the Common Assessment Framework, should identify what help the child and family require to prevent needs from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

**For An Early Help Assessment To Be Effective**

The assessment should be undertaken with the agreement of the child and their parents/carers. It should involve the child and family as well as all the professionals who are working with them; A teacher, GP, health visitor, early years’ worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children’s social care should set out the process for how this will happen and If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgment as to whether, without help, the needs of the child will escalate. If so, a referral to local authority children’s social care may be necessary. If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children’s social care. This referral can be made by any professional. Working together to safeguard children 2018.

**Graduated Approach**

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, our preschool has adopted a graduated approach to assessment and planning, led and coordinated by our SENCO. Good practice of working together with parents/carers, and the observation and monitoring of children’s individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by the SENCO and appropriate records will be kept according to the Code of Practice.

**The 'graduated approach' to SEN support is based on 4 stages of action:**

1. Assess: Carry out an analysis of the child's needs, with the help of external professionals where necessary, and review it regularly to ensure support is matched to need.

2. Plan: Agree, in consultation with parents/carers, on the outcomes sought for the child, what will be put in place to achieve these, the expected impact and a clear date for review.

3. Do: Implement the interventions or programmes as agreed. The early years practitioner (usually the child's key person) remains responsible for working with the child on a daily basis, but the SENCO should support them.

4. Review: Regularly evaluate the effectiveness of the support provided and agree on any changes to outcomes and support in line with findings with parents/carers.

**Working With Children With Statements/EHCPs (Education Health Care Plans) Or Specific Medical Needs**

As an inclusive setting, we ensure that children who have a statement are able to access the learning and development opportunities that they need to thrive. We work alongside both parents and external agencies to support the child. In line with our regular practice, the child will receive a home visit which will allow the key worker and management to discuss with the parent, the specific needs of the child. They will then have a period of settling sessions. During this time the preschool SENDCo will liaise with the area SENDCo and any other professional that is already involved with the child. The preschool's SENDCo, manager and staff team will work in partnership with professionals such as educational psychologists, physiotherapists, occupational therapists, speech and language therapists and any other relevant agencies to ensure that the child has a specific plan in place to support learning. The preschool will take direction from these external agencies and will support the child by making reasonable adjustments to the setting where possible and obtaining resources that will aid development. Where a child is going through the process of an assessment, the preschool will provide reports and evidence as necessary to the relevant agencies. They will provide detailed information regarding the child’s progress within the EYFS and in other areas as required. They will work with parents/carers and agencies to ensure the child is accessing the learning opportunities they need. For children with specific medical needs, we will work with parents/carers and relevant agencies to develop a care plan, ensuring that all staff working with the child are aware of the medical condition and the procedures to be followed. We will make the necessary reasonable adjustments in line with the Equality Act 2010. Staff will receive relevant training regarding the administering of medicines and the procedures to be followed, for example, epilepsy training and the use of epi-pens to administer medication for those with allergies. Information regarding the medical need will be available within the child’s room and any new staff will be informed of this information as part of induction. Information such as dietary requirements will also be available within the food preparation area so that anyone preparing meals is aware of allergies.

**Partnership With Parents/Carers**

Our setting adopts a team around the child (TAF) approach. Parents/carers are valued as the child’s first and foremost educator. We seek to build positive relationships with parents/carers as partners and ensure time is made to meet and share information about the child’s needs and strengths. This is done through the usual parent evenings and within the reviews that take place as part of the child’s ‘Individual Provision Plan (IEP)’ monitor and review process. We check that parents/carers understand the graduated procedure of intervention and that they are aware of the stage their child is at and what support they can expect. We respect the different perspectives and needs of the parents/carers. The SENDCo, management and staff ensure that there is consistent communication and consultation with parents/carers. We consult with parents/carers about information that should be shared with others.

**Partnerships With External Agencies**

When it is decided to provide SEN support, and having formally informed the parents/carers, the key person and the SENCO in consultation with the parent/carers, will agree on 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. Plans will take into account the views of the child. 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 should be identified and addressed. Parents/carers will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

**Record keeping/Confidentiality/Consent**

All records relating to the child’s additional needs are held in a ‘My Support Plan’ This record is held securely within the SEND register in the child’s individual section. Staff working with the child, have access to support plans and other relevant documents as part of their working documentation. Consent is obtained from parents/carers before an Individual Education Plan (IEP) document is completed. Written consent is obtained from parents/carers prior to passing on copies of relevant paperwork to other settings. A copy of all paperwork is kept within the child’s file. Please refer to the SEND support flow chart for more detailed information regarding the process.

**My Support Plan/Individual Education Plan (IEP)**

Where it is felt that children need support for SEND, we will work in partnership with parents/carers and other agencies to offer a package of support. This will begin with gathering relevant information such as needs, the views of the child, the views of the parents/carers and support information. This information will be collated and documented in an Individual Education Plan (IEP). Staff will utilise the Individual Education Plan (IEP) to document information, targets, and outcomes with regards to the child. These will be regularly reviewed in consultation with all agencies involved with the child and the parents/carers, if it is deemed appropriate for the child, then a request will be made for an EHC needs assessment.

**Education and Health Plan (EHCP)**

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care. The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including evidence of the child’s developmental milestones and rate of progress, information about the nature, extent and context of the child’s SEN, as well as evidence of the action already being taken by us as the early years provider to meet the child’s SEN. Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided. Evidence of the child’s physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies. We will then work with the local authority and other bodies to ensure that the child receives the support they need to gain the best outcomes.

**Monitoring And Reviewing The Policy**

The management and preschool SENDCo are responsible for monitoring that the policy and practice accurately reflect one another. The policy is reviewed annually and/or in response to any changes within legislation and within the setting. The whole staff team's views will be considered when reviewing the policy and every effort will be made to ensure it is easy for staff and parents/carers to understand the policy and procedures of the pre-school.

‘**My Support Plan’ Flow Chart Of Process**

STEP 1 – High-quality support is offered for all children, including those with SEND.

STEP 2 – Decide if a ‘My Support Plan’ is needed. Gain consent from parents and determine what additional information will be needed.

STEP 3 – Gather information for the plan (for example any information from parents/carers and/or support workers already involved – including any targets)

STEP 4 – At this point it is a good idea for all involved to have a meeting to discuss what support is needed for the child, and what targets and expected outcomes they would like to see.

STEP 5 – The SENDCo would write up a draft of an Individual Education Plan (IEP). A draft copy of this would be shared with parents/carers.

STEP 6 – A final version of the plan would be written up and all targets/actions would be implemented by the SENDCo and Keyworker.

STEP 7 – After a predetermined timeframe, a review would need to take place.

This policy was adopted by Clair Rivers-Ward