

## **5.2 Supporting Children with Special Educational Needs and Disabilities**

### **Policy statement**

- We provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.
- We have in place a clear approach for identifying, responding to, and meeting children's individual needs.
- We support and involve parents (and where relevant children), in all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes
- actively listening to and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

### **Procedures**

#### ***Planning to support children with additional needs:***

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and publish her name to parents. Our SENCO is: Sarah Campbell
- The SENCO works closely with our other colleagues and has responsibility for the day-to-day operation of this policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We complete an access audit, at least annually, as part of our risk assessments to ensure our setting is fully accessible.
  - We have a level surface entrance and garden.
  - We have a removable slope which can be put out to provide access to the rest of the setting.
  - Disabled toilet facilities are available.
- We provide a broad, balanced and differentiated curriculum for all children. We work in a mixed age group, with self-selected activities available to all children, to match their interests and development level rather than their age.
- We use in the moment planning, assessing, planning and teaching in the moment, with skilled practitioners following children's interests to ensure that they make good progress.
- We, where appropriate, consider children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We ensure that all our staff are aware of this policy and the procedures for identifying, assessing and making provision for children with SEND.
- We provide in-service training for parents, practitioners and volunteers.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We provide training to all our staff to include the Special Educational Needs and Disability Code of Practice (2014) 'Positive Behaviour Management', basic Makaton, PECs and other visual aids.
- All our staff have the opportunity to access further training such as, but not limited to, Portage and iCan certified training 'Supporting Behaviour', 'Visual Support and Small Group Work' and 'Understanding Autism'
- We have a fully trained and very experienced SENCO and deputy.

#### ***Practically supporting children with additional needs:***

#### **Before your child starts with us, we will:**

- Invite you and your child to visit us at a convenient time, to meet the staff and see our setting.

- Ask for information about your child before they start, to support us in settling them and planning suitable activities for them. We also agree with you the individual approach to settling that you feel will suit your child best.
- Contact any professionals involved with your child (if appropriate & with your permission) to gather further information, carry out a risk assessment, and ensure all relevant training is completed before your child starts with us.
- Offer you a home visit and settling sessions shortly before your child starts with your child's key person and the SENCO to aid familiarisation and support.
- Develop an Individual Education Plan or Care Plan with you if this is appropriate for your child.
- Give you information about how we plan, involve you and feedback about your child's learning and development.
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#### **While your child is with us we will:**

- Observe and assess your child continuously, against the stages of development from the 'Development Matters' document within the EYFS (Early Years Foundation Stage),
- Provide you with updates on your child's progress, verbally, through observations on Tapestry and in regular progress checks.
- Discuss with you promptly the need for additional support if identified, explaining how children's individual needs can be met by planning support using a written Individual Education Plan or a Health Care Plan. This may include additional professional support from external agencies.
- Develop your child's Individual Education Plan or Care Plan with you (if this is appropriate for your child).
- Agree with you how best we can communicate between preschool and home and develop this system.
- Communicate with you at the start and end of every session and always be available during the session to discuss what has happened during the session and your child's wellbeing, needs and development.
- Ensure you can access Tapestry (our online learning journal) that you will be able to log in to, so you will get regular updates about your child's learning and development.
- Regularly review your child's IEP or CP, with you to update and adapt it, providing progress updates for your child, including plans for the next term and ideas of how you can support your child's learning at home.
- Include other professional's opinions, suggestions and feedback in your child's learning and development plans.
- Regularly liaise with local specialist services and professionals including Speech and language therapists, local nursing teams, portage support workers and Local Authority Special Educational Needs Inclusion team.
- Strive to access additional funding whenever possible, to help support your child whether through a higher staff ratio or 1-2-1 support or providing specialist equipment if appropriate e.g. visual timetables, PECs or other visual aids.
- Invite you to be involved in some of our sessions as a volunteer, making this as flexible as possible to enable you to join your child at pre-school if you wish to.

If you identify that your child may have a specific need, you are welcome to speak confidentially to your child's key person, Sarah (Manager and SENCO) or Rosie (Deputy) who are all usually available at the beginning and end of our sessions or will be happy to make time for you during a session by arrangement.

#### **When your child leaves us to move on to school (or another setting), we will:**

- Before your child moves on to school, we will plan with you how best to support their transition, this may include;
  - Continuing our daily routine, which matches the broad routine of a school day.
  - introducing stories about moving on to school
  - introducing school uniform into our continuous provision
  - introducing activities to the children to help prepare them for this move.
- We complete transition reports, attend transition meetings and invite Reception teachers to visit us in order to support your child when they begin at their new school.

#### **Further guidance**

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)
- **Bromley Local Offer:** a source of information and advice to help support children and young people with disabilities or learning needs and their families <https://bromley.mylifeportal.co.uk/Localoffer/>