

KINGSWOOD EARLY YEARS CENTRE

SPECIAL EDUCATIONAL NEEDS POLICY

Policy reviewed October 2016. Next review October 2018.

This policy represents the agreed principles for Special Educational Needs throughout Kingswood Early Years Centre and should be read in conjunction with our 'SEND offer' (SEN Information Report). Please ask for a copy of this document or find on our website at www.kingswood.herts.sch.uk

Definition of Special Educational Needs (SEN)

'Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them', as defined by the 'Special educational needs and disability code of practice 2014: 0 to 25 years'.

Introduction

This policy is in line with the Code of Practice 2014, the Disability Discrimination Act (DDA) (1995) and the Equality Act 2010.

The Special Needs Coordinators (SENCoS) are Bernice Jackson and Michelle Long.

At Kingswood Early Years Centre we strive to provide a broad and balanced curriculum for all children enabling them to become confident young children with a growing ability to communicate their own views, who are learning to learn and will be ready to make the transition into compulsory education.

The Early Years Foundation Stage curriculum is our starting point for planning which meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning which may mean they have special needs and require particular action by the staff.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, staff will consider all the information about the child's learning and development from information from parents/carers, staff observations, reports and advice from outside professionals and more detailed assessment of the child's needs. Staff will pay particular attention to information on a child's progress in the prime areas: communication and language, physical development and personal, social and emotional development.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there will be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Common Assessment Framework (CAF), should be adopted.

Children may have Special Educational Needs either throughout or at any time during their pre-school or nursery development. This policy ensures that curriculum planning and assessment for

children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

The aims of this policy are:

- to enable all children to have full access to all elements of the curriculum
- to create an environment which meets the Special Educational Needs of each child
- to ensure that the Special Educational Needs of children are identified, assessed and provided for
- to make clear what all partners can expect from the setting
- to identify the roles and responsibilities of all staff in providing for children's Special Educational Needs
- to ensure that parents are able to contribute in supporting their child's education
- to ensure that our children have a 'voice' in this process

Educational Inclusion

At Kingswood Early Years Centre we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Identifying and assessing SEN for young children whose first language is not English requires particular care. All early year's practitioners should look carefully at all every aspect 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.

Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified

needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Special Educational Needs

Children with Special Educational Needs have learning difficulties which call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age

In order to gain a picture of each child, detailing their strengths, interests and needs, all our children are assessed on entry, enabling us to build upon their prior learning.

If our assessments show a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Co-ordinators (SENCo's), the child's Key Person will offer interventions that are 'different from' or 'additional to' those provided as part of usual working practices. The Key Person will keep parents informed and draw upon them for additional information. If the SENCo, Key Person and parents feel the child would benefit from further assessments of their needs, these will be actioned.

The Individual Assessment of Early Learning and Development (IAELD) is designed to be completed if practitioners are concerned about a child's rate of progress, or when some of their skills appear to be delayed. The IAELD assesses a child's skills within the setting in collaboration with parents or carers.

Following on from this assessment we will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child and the teaching strategies to be used, together with the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parents will be involved in the writing and review of each IEP.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned to explain and gain consent and support. This may lead to 'additional' or 'different' strategies and external support inside or outside of the setting. External support services will provide information and advice for the child's new IEP.

If the child continues to demonstrate significant cause for concern, a request for an 'Education, Health Care Plan' (EHC) will be made to the local authority. The SENCo or parents can start this process. A range of written evidence about the child will support the request.

'Early Support'

This package supports parents and carers of children aged five and under, particularly if they have a physical difficulty. It brings together all the services available from different agencies, which makes it easier for families to co-ordinate their child's health, education and social care needs.

Early Support has developed a wide range of resources, training courses and workshops. They include:

- a 'Family Pack' containing information booklets about services and the 'Family File' for sharing information with service providers easily
- materials and resources to record your child's development

- information booklets on a range of disabilities and conditions
- a range of training courses developed for families and carers to help them use the resources and services offered by Early Support

Education Health and Care Plans (EHC)

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, they have not made expected progress, the setting will consider requesting an Education, Health and Care needs assessment.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

The purpose of an EHC plan is to make special educational provision to meet the particular needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Providing the support specified in the EHC plan

- Section F of the EHC plan specifies the special educational provision required by the child in order to ensure it meets their needs and will help them to achieve their desired outcomes. The local authority has a duty to make sure this support is provided. The early years provider will have been involved in the development or review of the EHC plan to determine what can be provided from within the setting's own resources and what will require additional external expertise or further funding from the local authority.
- Some of the provision specified may be procured by the child's parent or the young person using a Personal Budget, including by a direct payment. Where a direct payment is to be used to deliver provision on the premises of the early years provider, the local authority must seek the agreement of the provider for this arrangement through a formal written notice.

Common Assessment Framework (CAF)

The CAF is a shared assessment and planning framework for use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. The CAF is aimed at

children and young people with additional needs which are not being met by their current service provision.

At Kingswood Early Years Centre the SENCo's:

- manage the day-to-day operation of the policy
- co-ordinate the provision for and liaise with additional professionals
- support and advise colleagues
- oversee the records of all children with Special Educational Needs
- act as the link with parents
- monitor and evaluate the Special Educational Needs provision
- manage a range of resources, financial, human and material, to enable appropriate provision for children with Special Educational Needs
- contribute to the professional development of all staff

Local Offer

Local authorities (Hertfordshire) must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

The Local Offer has two key purposes:

- to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents

Allocation of resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the setting, including the provision for children with additional needs. We may apply with parental permission for Exceptional Needs Funding through Herts County Council.

Assessment

Early identification is vital.

- staff inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- the staff and the SENCo's assess and monitor the children's progress in line with existing practices. This is an ongoing process.
- the SENCo works closely with parents and Key Person to plan an appropriate programme of support.
- the assessment of children reflects as far as possible their participation in the whole curriculum. The Key Person and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement

Kingswood Early Years Centre is accessible for wheelchair users.

Staff use a range of strategies to meet children's Special Educational Needs.

Individual Education Plans (IEPs), which employ a small-steps approach, break down the existing levels of attainment into finely graded steps and targets so staff ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible we do not withdraw children, though, we may work in small groups, or in a one-to-one situation outside the main learning environment to maximise their learning.

Transition

Before a child moves into another setting or school, Kingswood will work with them to plan and prepare for transition. This will include a review of the SEN support being provided or the EHC plan. To support the transition, information will be shared by the current setting with the receiving setting or school, with parental agreement.

Partnership with parents

At Kingswood Early Years Centre we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents are an integral part of our support for children with Special Educational Needs.

We have termly meetings with parents to review the progress of their children against the targets set in the IEP and to set new targets for the following term, considering the child's needs as a whole. We inform parents of any outside intervention and advice and share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs and arrive at joint decisions based on all the available information.

Pupil participation

At Kingswood we encourage children to take responsibility and to make decisions. This is part of the culture of the setting and relates to children of all ages and all abilities.

Partnership with Area SENCo and Educational Psychologist

The Area SENCo and Educational Psychologist help make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling.

Typically, their role includes:

- providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN Code of Practice
- providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN

- strengthening the links between the settings, parents, schools, social care and health services
- developing and disseminating good practice
- supporting the development and delivery of training both for individual settings and on a wider basis
- developing links with existing SENCo networks to support smooth transitions to nursery and reception classes, and
- informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years.

If you would like to discuss your child's special needs and support please talk to your child's Key Person and/or Bernice Jackson or Michelle Long.

Kingswood Early Years Centre has developed a SEND offer (SEN Information Report).

This gives further details of how children are supported at Kingswood. Please ask a member of staff for a copy or visit our website www.kingswood.herts.sch.uk

Change History:

| Issue | Date | List of Changes | Approved by | Authorised by |
|-------|----------|---|----------------|-----------------|
| 1 | Oct 2012 | | Governing Body | Bernice Jackson |
| 2 | Oct 2014 | Policy re-written in line with SEN Code of Practice October 2014 | Governing Body | Bernice Jackson |
| 3 | Oct 2016 | Lorraine Phillips' name removed from policy and replaced with Michelle Long as P/S SENCO. | Governing Body | Bernice Jackson |