

Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement 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

Policy statement

Statement of intent

We provide an environment in which all children, including those with special needs are supported to reach their full potential

We ensure our provision is inclusive to all children with special educational needs

Aim

- We have regard for the DfE and DoH The Special Educational Needs Code of Practise 0- 25 years (2014)
- We comply with the Statutory Framework for Early Years Foundation Stage (2014)
- We comply with the Equality Act (2010)
- We provide an environment in which all children, including those with special educational needs and disabilities (SEND) are supported to reach their full potential
- We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities
- We are committed to the early identification of children with Special Educational needs and adopting clear and open procedures that are outlined in our policy.
- We are committed in working with parents who are fully involved in all decisions that affect their child's education
- We work in partnership with parents, and other agencies in meeting individual children's needs
- We support parents and children with Special Educational Needs, we discuss with parents how they can support their child's progress at home and in the setting
- All children have a right to full access to Early Years education through the Early Years Foundation Stage
- All children have a right to expect to learn in a caring and considerate environment where staff and the children are all valued for their contributions
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies
- We monitor and review our practice and provision and, if necessary, make adjustments

Named Special Educational Needs Co-ordinator (SENCO)

- We designate a member of staff to be the special needs co-ordinator and give her name to parents
- Our Setting SENCO is – Anita Holloway - Deputy SENCO Christine Banks

- They have completed the Hounslow Borough Special Educational Needs training, and attends regular refresher training ensuring she is keeping up-to-date on all related issues
- Works with other members of staff to agree and implement the SEN/Inclusive Policy
- Co-ordinated the Special Education Needs provision within the setting
- Offers support to parents
- Supports staff development
- Liaises with other professionals/agencies
- Keep appropriate records
- Assist staff in assessments and observations
- Contacts our Early Years SEN advisory Teacher at an early stage for informal advice and support
- Our Early Years SEN Advisory Teacher is Anne Duran

Inclusion Arrangements

- We provide a statement showing how we provide for children with SEND,
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting

Admissions

- We ensure that our inclusions admissions practice ensures equality of access and opportunity Refer to our Admission Policy (Policy no 32)
- Our registration and admissions form contain a section on 'Has your child any Special Educational Needs (e.g. speech & language)
- We encourage parents of children with particular needs to approach our SENCO for more information and discuss how their child's needs can be met
- For children with complex needs (physical and/or medical) a risk assessment/care plan, additional training for staff and/or specialist equipment may be required before a start date at the setting can be agreed.

Access for Disabled adults and children

- We ensure that our physical environment is as far as possible suitable for children and adults with disabilities
- We have a ramp (wheelchair access) at the main door, the setting is all on one level, and we have a disable toilet
- Reasonable adjustments/adaptions will be made, where appropriate, in accordance with the requirements of the Disability Discrimination Act (2010)

Partnership with parents

We acknowledge that parents are primary educators of children, we value and welcome their knowledge and contributions of their child's development

- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership
- Refer to Parental Involvement policy (policy no. 33)
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education

- We work in partnership with parents and other agencies in meeting individual children's needs
- We will always provide (if needed) a quiet private area for parents to discuss their children and any concerns etc.
- We provide parents with information on sources of independent advice and support e.g. The Special Educational Needs and Disability Information, Advice and Support Service (IASS)/ Independent Parental Special Education Advice www.ipsea.org.uk / Contact a family SEN Advice Service (0808 808 3555).
- We consult with parents at every level of intervention
- We discuss with parents how they can support their child's progress at home
- We will explain procedures to parents in order to develop a close working relationship, when needed we will supply information in different languages
- Parents are invited to all meetings, we arrange a mutually convenient date and time (always trying to have meeting on a day the child attends the setting) if needed we will try to arrange an interpreter.

Confidentiality

- All records for children with Special Needs are kept in the kitchen (only staff have access) these are then locked away overnight (refer to Information & Sharing policy – policy no 38)
- All staff (including temporary and volunteer staff) have signed confidentiality agreement
- We will respect parent's/cares rights to confidentiality when supporting children with SEN
- We will always discuss any possible referrals to other services with parents to seek their agreement before we make such referrals
- All meetings with parents, other than the normal staff contact, will take place in private
- Where needed staff are aware of ISP targets agreed for a child if they are likely to be involved in supporting the child. Staff are fully aware that their knowledge of targets is privileged information, which should not be shared with anyone without the permission of the setting manager or parent

Staffing and Training

All our staff hold a current First Aid certificate and attended a minimum of foundation in Safeguarding Children. We encouraged all staff to attend various trainings – some of the training staff have attended are – Supporting Children with Social Communication Difficulties, Makaton, Baby Signing, writing ISP, Managing behaviour & EHH/EHA training

- We provide in-service training for practitioners, inclusion support workers and volunteers
- We raise awareness of any specialism the setting has to offer e.g. Makaton trained staff

Curriculum, Resources and Learning Environment

- We use the graduated response system for identifying, assessing and responding to children's special educational needs
- We refer to The Early Years Foundation Stage Statutory Framework (2014) to provide a broad and balanced curriculum for all children with SEN/disabilities
- We provide a differentiated curriculum to meet individual needs and abilities, activities are planned and resources adapted and varied to meet a range of needs

- We provide resources (human and financial) to implement our SEN/disability policy
- When needed we will access equipment from outside agencies i.e. Hounslow Toy Library.

Identification and Assessment

- We use initial observations and assessments from staff, two year old progress check information received from external services/resources or parental concern to support identification
- The setting strongly believes in the importance of early identification, as we recognise the early implementation of strategies can only benefit the child's development
- We seek advice from our Early Years SEN Advisory teacher to discuss whether referral is appropriate
- The request is discussed with the children's parents/carers. Once agreed, the setting will complete an Early Help Assessment Form and ask the parents/carers to sign before returning form to the Early Help Hounslow Team
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress
- We undertake a progress check at the age two which supplies parents with a short summary of the child's development
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability
- We use the graduated response system outlined in the SEN Code of Practice for identify , assessing and responding to children's special educational needs
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus and Statutory Assessment and the Statementing process
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The Graduated Approach as outlined in the SEND Code of Practice 0 – 25 years (2014)

- **Assess –**
 - We check each child's progress and monitor any child who seems to be having difficulties in any area of learning, including problems with behaviour
 - Information on the child is collected from parents/guardian and with the parents written consent, any outside agencies involved
 - Decide on any action to be taken to enable the child to progress and have equal opportunity to the curriculum
 - Any action to be taken will be a joint decision of the Playgroup leader, SENCO, child's parents/carer
- **Plan -**
 - An Individual Support Plan (ISP) will be drawn up detailing short-term targets for the child and the strategies/provision, which will be required to help the child progress. The plan should include review dates, and space for the outcome.

These strategies are additional to or different from the normal curriculum plan, which will enable the child to progress

- The SENCO will liaise with the child's parents/carers, together with the child and external agencies, if appropriate, in planning new ISPs
- ISPs should be reviewed termly
- We encourage parents/carers to attend ISP meetings
- We record each child's progress and share it with parents or carers on a regular basis through discussions and/or a home-setting diary
- Children will be involved in the target setting and reviewing where appropriate

- **Do**

- The Key person/Inclusion worker will be responsible for working with the child on a daily basis
- Our SENCO will support and oversee the implementation of the ISPs

- **Review**

- The SENCO will organise review meetings with parents/carers, Key person and/or Inclusion Support worker and external professionals to monitor progress

- **Request for Statutory Assessment**

- If a child is not making expected progress we will discuss requesting a Statutory Assessment in consultation with the parents/carers and outside professionals.
- The Local Authority (LA) considers the need for a statutory assessment via the Pre School & Foundation Panel, and if appropriate a multi-disciplinary assessment will be made.
- Where the local authority decides to carry out an EHC needs assessment it will seek information from us about the child's needs.

- **Education, Health & Care Plan (EHC Plan)**

- EHC Plans will be reviewed at least every three to six months to ensure that provision continues to be appropriate.

- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities
- We provide in-service training for practitioners and volunteers
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. ISP reviews, staff management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annual

Inclusion Funding

- Inclusion funding is a means of enabling settings to provide early intervention and promote inclusion by offering additional funding to provide additional adult support for children identified with SEN and /or disabilities
- Application is discussed with parents/carers and made via the Early Years SEN Advisory Teacher
- Whether Inclusion Funding is given and the amount of hours offered will be based on the level/complexity of SEND

Links with Support Services and other Agencies

- Agencies presently used are:
 - Early Intervention Team
 - Early Help Hounslow Team
 - Speech and Language Therapy Service
 - Physiotherapists/Occupational Therapist
 - Portage
 - Specialist Health Visitor
 - We have a knowledge of local services e.g. Hounslow Service Directory for Children and Young People with Disability
 - We are part of the Hounslow Local Offer
<http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer>

Transition Procedures

- Supporting the transition of a child with additional needs from the current placement to a new placement is an important part of the work of the setting SENCO in liason with the Early Years SEN Advisory Teacher
- Successful transition for a child with additional needs means that they can be appropriately support immediately upon starting at their new setting/school ad will enable them to continue learning as effectively as possible
- A transition meeting is held at the setting in the term before transition takes place
- An Early Years SEN Transition Form containing relevant paperwork, is completed at the meeting
- Agreement is discussed and obtained from the parents/carers
- The Early Years SEN Transition Form, along with any relevant paperwork, is sent to next placement
- We liaise the child's next placement to arrange visits to the setting, if necessary and if possible

We provide a complaints procedure

We monitor and review our policy annually by Anita Holloway Manager/SENCO

This policy was adopted at a meeting of _____ name of setting
Held on _____ (date)
Date to be reviewed _____ (date)

Signed on behalf of the management
committee

Name of signatory

Brenda Henrick

Role of signatory (e.g. chair/owner)

Chairperson
