

Parkside Playgroup

SEND and Inclusion Policy Statement

At Parkside Playgroup we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside their peers through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs, and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs.

Special Educational Needs and Disability (SEND) – Children and Families Act 2014

The Children and Families Act 2014 has placed a requirement on local authorities to publish information on services and provision across education, health, social care and transport for children and young people (aged 0 – 25 years) with special educational needs and disabilities. This is called the Local Offer. The purpose of which is to enable parents, carers and young people to find services that are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our setting's offer and demonstrates how we provide for children with special educational needs and disabilities.

- We have regard for the DfE and DoH The Special Educational Needs Code of Practice 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 ensure our provision is inclusive to all children with special educational needs and disabilities.
- We monitor and review our policy, practice, and provision and, if necessary, make adjustments. We ensure that our inclusive admissions practice ensures equality of access and opportunity
- We are committed to working closely with parents/carers who are fully involved in all decisions that affect their child's education.
- We support parents/carers and children with special educational needs.
- We work in partnership with parents/carers and other agencies in meeting individual children's needs. (Refer to parental involvement policy)
- All children have a right of 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 and disabilities.

- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.

Named Special Educational Needs Co-ordinator (SENCO)

It is a requirement for all settings, who are registered for the Early Education Entitlement, to have an appointed, setting based Special Educational Needs Co-ordinator.

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents/carers.
- Our setting-based SENCO is Christine Banks
- They have completed specific SENCO training and also attend relevant training to keep up to date on issues relating to inclusion and SEND.

Our SENCO;

- Works closely with other colleagues and has responsibility for the day-to-day operation of our SEN Policy
- Co-ordinates provision for children with special educational needs within our setting
- Offers support for parents/carers
- Supports staff development
- Liaises with other professionals / agencies
- Ensures appropriate records are kept
- Assists staff in making observations and assessments
- Assists staff in planning for children with special educational needs
- Contacts our Early Years SEN Advisory Teacher at an early stage for informal advice and support
- Our Early Years SEN Advisory Teacher is Ranjeet Gidda
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

Admissions Arrangements

- We ensure that our inclusive admissions practice embraces equality of access and opportunity. (refer to our Admissions Policy)
- Our admissions form contains detailed sections/questions specifically on special educational needs and disabilities so that additional need/support is identified as early as possible and adaptations to the provision can be made.
- We encourage parents/carers of children with particular needs to approach our SENCO for more information and discuss how their child's needs can be met.
- For a child 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. (refer to our Adminstrating Medication and, if applicable, Children with Allergies policies)

Access for adults and children with a disability

Facilities

- Our setting is fully accessible to wheelchair users, and those with limited mobility, as we are fully on one level. There is a ramp at the front of the premises and into our garden area. Our doors are suitable for easy access, and our toilet facilities include a disabled toilet, complete with grab rails.

Adaptations

- Reasonable adjustments/adaptations will be made, where appropriate, in accordance with the requirements of the Equality Act 2021

Partnership with Parents

- We recognise that parents are the best placed to provide information about their child. (refer to Information Sharing and Child Records policy)
- We work closely with parents/carers of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their children's education.
- We endeavour to translate all documents into parent/carers home languages
- We work in partnership with parents/carers and other agencies in meeting individual children's needs.
- We consult with parents/carers at every level of intervention and offer different ways they can take part – through verbal information exchanges, meetings, home/school diaries and learning journals.
- We have a private area where parent consultations can be privately undertaken.
- We discuss with parents/carers how they can support their child's progress at home.
- We will explain procedures to parents/carers in order to develop a close working relationship.
- We provide parents/carers with information on sources of independent advice and support e.g. The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) / Independent Parental Special Education Advice www.ipsea.org.uk / Contact a Family SEN Advice Service (0808 808 3555).

Confidentiality

- All children's records, including SEN records, are kept securely on site and meet with the requirements of our Children's Records Policy, and Confidentiality Policy.
- We will respect parent's/carer's rights to confidentiality when supporting children with special educational needs.
- We will always discuss any possible referrals to other services with parents/carers to seek their agreement before we make such referrals (refer to Information sharing policy)
- All meetings with parents/carers other than the normal parent staff contact will take place in private.
- All our staff will need to be aware of any Targeted Plan targets agreed for a child as they are all likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the setting Manager, SENCO or parent/carer.

Staffing and Training

- We raise awareness and of any specialism the setting has to offer to all staff and parents/carers and enrol staff in training pertinent to new skills required
- The setting SENCO is experienced in delivering a wide range of interventions and she cascades her knowledge to other staff by means of sharing information and undertaking a practical demonstrative involvement with children
- We employ key SEN strategies which all children in the setting have access to;
 - Multi-Sensory Group Times
 - Listening & Attention Groups
 - Early Communication Groups
 - Playing And Learning to Socialise (PALS) Programme
 - Speech & Language screening
- We carry out an annual audit of our SEN Provision within the setting to identify areas of strength and areas for development, and build on this through the year (see Self Evaluation Folder)
- Our SENCO has attended Hounslow SENCO training and attends SEN courses regularly. All staff have access to SEN training and are encouraged to develop their knowledge and experience.
- We meet our ratio requirement.
- We provide in-service training for parents, practitioners, and volunteers.
- New staff will be gradually introduced to strategies, techniques, and interventions as appropriate

Curriculum, Resources and Learning Environment

- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- Activities are planned and resources adapted and varied to meet a range of needs.
- Staff spend 1-to-1 time with each of their key children on a regular basis throughout the week and provide them with individual targeted activities to meet their particular needs and level of development.
- When children are identified as having additional needs, a meeting with parents/carers and any other relevant professional is arranged whereby targets are set and a decision made as to who will be delivering the interventions, what resources are required and any other adaptations to the setting that need to be implemented in order to ensure that the child is able to engage in a fully inclusive way. This may mean that the setting reviews all activities on offer and how adaptations can be made that mean all children are able to access them.
- We have a range of specialist resources kept on site which children can take advantage of. When we require items that we do not own then we seek to acquire them either by purchasing or loaning them from Hounslow toy library
- We have regard of the guidance and requirements issued under the EYFS (2017).
- The setting has high aspirations for all children that attend the setting, and this includes those children with Special Educational Needs. Targets are set for the children which demonstrate our ambitions for the children.

Identification and Assessment

- We recognise the importance of Early Identification and Intervention for improving outcomes for children. When parental engagement is involved, this informs the accuracy of our assessments of the child and improves the prospects of high achievement for them as their contributions are highly valued in making decisions to share knowledge and inform setting targets.
- 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
- We track children's progress through the EYFS using a variety of tools, including Learning Journals and Hounslow Trackers, which then feed into management data tracking and a Cohort summary. These tools allow us to monitor how children are developing and progressing and pick up and issues quickly.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.
- 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.
 - Where intervention is needed, we use the Targeted Support Plan system adopted by the Local Authority.
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs, called 'Individual Support Folders'
- We ensure that all staff are aware of the SEN Policy and the procedures for identifying, assessing and making provision for children with special educational needs.
- We undertake a progress check at the age of 2 which supplies parents/carers with a short summary of the child's development.

'The Graduated Approach' as outlined in The SEND Code of Practice 0 – 25 years (2015):

Below is the SEN Support that we provide for identifying and supporting children with SEN or disabilities within our setting:

Assess

- We use initial observations and assessments from staff, information received from external resources and/or parental concern to support early identification.
- We use on-going observational assessments linked to the Early Years Outcomes/Development Matters to support early identification of needs.
- 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

Plan

- We use Targeted Support Plans to agree targets, interventions and support for a child identified with special educational needs with a child-centred focus and outcomes underpinning and informing the content of the plan.
- The SENCO will liaise with the child's parents/carers, together with the child and external agencies, if appropriate, in planning new targets.
- We encourage parents/carers to attend targeted plan meetings.

Do

- Key Person / Inclusion Support Worker will be responsible for working with the child on a daily basis
- Our SENCO will support and oversee implementation of the targeted plans.

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/EHC Needs 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 EHC Needs Assessment 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.

Links with Support Services and other Agencies

Agencies which we currently have access to are:

- Early Years SEN Team
- Early Help Hounslow Team
- Health Visitors
- Speech and Language Therapy Service
- Physiotherapy Service
- Occupational Therapy Service
- Child Development Clinic/Team
- Social Communication Pathway Co-ordinators
- Local Children's Centre
- Portage

- We have a knowledge of local services e.g. Hounslow Family Services Directory and the Hounslow Local Offer
- We have procedures in place for the agreement of by parents/carers and arranging referrals to outside agencies and making direct contact with them to enable us to access support in an efficient manner
- We work in partnership with parents and other agencies in meeting individual children's needs (refer to working in partnership with other agencies policy)
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centres and others. This information is displayed on our parents notice board and handed to parents in an information pack once their child has been identified as having additional needs and the parent/carer being in agreement with other professional involvement

London Borough of Hounslow Arrangements

We seek advice from our Early Years SEN Advisory Teacher to discuss whether a referral to their service is appropriate.

- The request is discussed with the child's parents/carers. Once agreed, the setting will contact their attached Early Years SEN Advisory Teacher for advice and support.

Which includes:

- • Providing advice and practical support about approaches to identification, assessment and intervention
- • Providing guidance and advice to setting SENCOs to ensure arrangements are in place to support children with SEND within their provision
- • Promoting links between the setting, parent, health services and schools
- • Providing training to early years practitioners to develop good inclusive practice
- • Promoting effective transitions from early years settings to school nursery and reception classes
- • Supporting in the development of quality inclusive environments and practice
- • Signposting to services on the Local Offer
- We have systems in place for working with other agencies through Early Help Hub (EHH).
 - It is designed for use in situations where a child and/or their family has additional needs that requires the support of more than one practitioner or more than one agency.
 - At least one member of staff has attended EHH training.

Additional Funding Streams

- Inclusion Funding
 - A delegated inclusion budget for SEND is provided by Hounslow Local Authority.
 - The Inclusion Funding is a means of enabling settings to provide early intervention and promote inclusion by offering funding to provide additional adult support (called an Inclusion Support Worker) for children identified with special educational needs and disabilities.
 - Requests for SEN Inclusion Funding are made by the early years provider.

- Information on SEN Inclusion Funding can be found on the Hounslow Local Offer.
 - Application for the funding is discussed with parents/carers and the SENCO makes the application.
- DAF
 - The Disability Access Fund (DAF) is financial support in early years settings for three- to four-year-olds with special educational needs or disabilities.
 - It is available to children of three and four years of age who are in receipt of child Disability Living Allowance (DLA) and free early education entitlement.
 - £615 is paid once, annually, for each eligible child.
 - If the child uses more than one early years provider, the parent must choose which provider gets the funding.
 - If the child moves setting in the same financial year, the fund will stay with the designated early years provider, and the child will not be eligible for a new payment until the next financial year.
 - Information on DAF can be found on the Hounslow Local Offer.
 - For each eligible child, parents will need to:
 - fill out a Parent Declaration Form provided by the early years provider.
 - show their Disability Living Allowance (DLA) letter.
 - The early years provider will then contact the Local Authority.

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 liaison, if applicable, with the Early Years SEN Advisory Teacher.
- Successful transition for a child with additional needs means that they can be appropriately supported immediately upon starting at their new setting/school and will enable them to continue learning as effectively as possible.
- We hold a transition meeting at the setting in the term before transition takes place.
- If there has been involvement from the Early Years Advisory Team, an Early Years SEN Transition Form, containing relevant information on a child, is completed at the meeting.
- If the needs of the child have been met within the setting or there has been limited involvement from outside agencies, a Setting Transition Form for a Child with Additional Needs is completed at the meeting.
- Agreement is discussed and obtained with parents/carers.
- The Early Years SEN Transition Form or Setting Transition Form for a Child with Additional Needs, along with any relevant paperwork, is sent to next placement.
- We share all documentation such as targeted plans, observations etc.
- We liaise with the child's next placement and invite them to visit our setting to familiarise themselves with, and observe, the child and to share information in partnership with parents.
- These arrangements correspond with our Transfer of Records to School Policy.

Complaints Procedure

- We provide a complaints procedure (refer to complaints Policy)
- If parents have a concern or complaint, we encourage them to talk with us. We have an open door policy and encourage parents to get to know us so that they feel able to approach us.

Monitoring the Policy

- We monitor and review our policy annually.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- 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, tracking data, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- The manager is responsible for ensuring these reviews are carried out.

Extracts taken from:

- Policies for Early Years Settings Pre School Alliance

Further guidance:

- Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 years (DfE & DoH 2015)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2020)

Other useful Pre-school Learning Alliance publications:

- SEND Code of Practice for the Early Years (2015)
- The Role of the Early Years Special Educational Needs Co-ordinator (SENCO) 2nd Edition (2018)

This policy was adopted at a meeting of

Parkside Playgroup

Held on

Sept 2021

Date to be reviewed

Sept 2022

Signed on behalf of the provider

Name of signatory

Brenda Henrick

Role of signatory

Chairperson