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Document.	024	Special Educational Needs and Additional Needs Policy			
Revision	05	Approved By	Sophie Hanlon	Approval Date	06/09/23

Definition of SEND (Special Education Needs and Disability)

Children have SEND if they have a learning difficulty or disability which calls for special educational needs provision to be made for him/her.

Children have a learning difficulty if they:

1. Have significantly greater difficulty in learning than the majority of children of the same age.
2. Have a disability which prevents them from making use of educational facilities of a kind generally provided for children of the same age.
3. Are under school age and fall within the definition 1 or 2 or would do so if SEN provision were not made for them.

Statement

Duchy Preschool and Playgroup is 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 each other 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.

The Preschool believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child is unique, therefore the child's needs will be assessed with the staff alongside their parents to achieve the best possible support.

The Preschool is committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. The Preschool is committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the Preschool's facilities. All children have a right to a broad and well-balanced early learning environment.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parents
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child's development.

All children will be given a full settling in period when joining the Preschool according to their individual needs.

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Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Early Years guide to the SEND Code of Practice (January 2015), and the Disability Discrimination Act 2010, on identification and assessment of any needs not being met by the universal service provided by the Preschool
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a Special Educational Needs Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs (SEN) and the SEND Code of Practice
- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies
- Work in partnership with parents and other agencies to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the Preschool day according to their individual needs and abilities
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

We have a named Special Education Needs Co-ordinator (SENCO) who works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the Preschool, always making sure plans and records are shared with parents (in accordance with The SEND code of practice, January 2015 and The Role of the Early Years SENCO, January 2022).

Methods

We will:

- Provide a Policy showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents, and other professionals
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the Preschool
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities
- Work closely with parents to create and maintain a positive partnership which supports their child
- Ensure that parents are informed at all stages of the assessment, planning, provision, and review of

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their child's education

- Provide parents with information on sources of independent advice and support
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care.
- Use the graduated response system for identifying, assessing and responding to children's special educational needs
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating, and reviewing Individual Education Plans for children with learning difficulties and/or disabilities
- Review IEPs regularly and hold review meetings with parents at this time
- Ensure that children with learning difficulties and/or disabilities are consulted at all stages of the graduated response, considering their levels of ability
- Use a system for keeping records of the assessment, planning, provision, and review for children with learning difficulties and/or disabilities
- Provide resources (human and financial) to implement our SEN/disability policy
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies' views, inspections, and complaints. This information is collated, evaluated, and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional language
- Monitor and review our policy annually.

Special educational needs code of practice

It is the duty of the Preschool to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that the Preschool adopts a graduated approach to Assess, Plan, Implement and Review a child's Special Education Needs and the support put into place to support them. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. Our Preschool has a named SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

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Graduated Approach

- Cause for Concern

The child is highlighted as having a cause for concern – we will monitor and record any issues in partnership with parents and reassess after 6 weeks.

- Targeted Intervention (IEP)

The child will be put onto the SEN Register under “Targeted Intervention”. The child will be given an “IEP” (Individual Education Plan) The IEP will have targets for the child to reach and it will also state what different resources and activities the setting will be using with the child. The Early Years Team may be notified and if required will support the setting in writing the IEP, which will be reviewed every 6 weeks in partnership with the parents.

- Intensive Intervention

If the child is still showing difficulties and is not improving with the IEP in place, Intensive Intervention will begin, and this will be highlighted on the SEN register. This is when the setting realise that the child requires further support to further their progression and will make referrals to outside agencies such as Speech & Language. The child may also receive extra funding to have 1-1 support when in the setting. If the child is still not making enough progress, it may be necessary for the Preschool, in consultation with the parents and any external agencies already involved, to request an EHCP (Educational Health Care Plan)

Education Health Care Plan

If despite input through the Graduated Approach, adequate progress has not been made and the child’s SEND remains significant, a request can be made to the Local Authority to consider for Education Health and Care Needs Assessment – this is a detailed, evidence based and multi professional examination to identify the child’s needs and help required to meet them. It informs people of what needs the child has, what provision will be made for them, the child’s aspirations, how the child’s needs will be monitored and where the child will be placed. This ensures that the child is supported at whatever setting they are at, and once they transition into school

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Responsibility for periodic review	Development Sub-committee
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Document History

Rev	Changes	Date	Approval
00	Previous changes incorporated for AGM	17/05/10	AGM
01	Revised and reviewed for AGM	15/11/11	AGM
02	Addition of scope statement.	02/01/14	Business Manager
03	Change of SENCo	29/03/16	SB
04	Reviewed and amended-removed SENCO's name	06/06/19	Gosia Prout
05	Reviewed and Amended	06/09/23	Sophie Hanlon

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