



12.1 SEND Policy

Setting: Sandbach Heath (St. John's) Playgroup

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The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well

DfE and DH (2015) SEN and disability code of practice 0-25 years, para

4.24

This policy was developed in consultation with (Hazel Hilton and Martin Douglas)

This policy is made available to all parents and can be found (in the Policies and Procedures File)

This policy should be read in conjunction with (Safeguarding, Admissions, Health and Safety, Equal Opportunities, Child Care Practice, Key Person Policies)

Our Aims:

Sandbach Heath (St. John's) Playgroup promote inclusion of children with special educational needs and support them in reaching their full potential, encouraging each child to value and respect diversity and difference.

We promote the five Every Child Matters priority Outcomes:

- Keep Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-being

The aims of this policy are:-

- use our best endeavours to achieve maximum inclusion and success for all our children
- To raise the expectations of all children with Special Educational Needs and/or disabilities.
- encourage high levels of participation from children, parents and carers
- have a clear focus on steps toward positive life-long outcomes
- explain what we do, when, why and how
- meet our statutory duties.

We aim:

- To promote the right of a child with Special Educational Needs to have their needs recognised and met from the time of admission to pre-school to transition into school. (see Children's Rights and Entitlements, Safeguarding and Child Protection Policy and Transition/Transfer to School Policies)
- To explain the role of the Special Educational Needs Co-Ordinator (SENCo).
- To explain how we provide an environment that is accessible to children and parent/carers with disabilities, as far as is possible, in our premises.
- To promote the settings commitment to providing challenging, fun and differentiated activities in the Revised Early Years Foundation Stage (March 2017) and by involving parents/carers and children in decision making and review.
- To explain how key persons and the SENCo identify the needs of a child and provide interventions that are additional to, or different from, the setting's usual provision, and to explain the purpose of the graduated response system.

- To promote good practice by ensuring confidentiality and privacy for parents/carers and children, and respecting the need to seek parental permission when seeking the views of other professionals about their child.)
- To explain to parents/carers how to voice concerns they may have about our SEN provision.
- To promote the importance of working together with health professionals and outside agencies to support the child.

Objectives

- To identify early those children who have special educational needs or additional needs
- To put in place appropriate provision to meet their special educational needs
- To work within the guidance provided in the SEND Code of Practice: 0-25 years
- To identify a Special Educational Needs Co-ordinator (SENCO)
- To provide support and advice for all staff working with Special educational needs children
- to work in partnership with families and others involved in the care of the children
- to promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to sustain a "whole child, whole setting" approach to the co-ordination and provision of support for special educational needs
- to ensure that every key worker is a competent key worker of every child, including those with SEN through well targeted and continuing professional development
- to provide differentiated and personalised learning opportunities building on each child's strengths and interests
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to develop and support the role of Special Educational Needs Co-ordinator(SENCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEN
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners

The Role of the Special Educational Needs Co-Ordinator (SENCo)

- Encourage all members of staff to take responsibility for the provision for children with Special Educational Needs and to be familiar with the SEND Code of Practice: 0-25years (2014) and this SEN Policy.
- Encourage parents/carers, particularly those with children who have SEN, to read and discuss this policy.
- Review and monitor this SEND Policy with the members of staff and the members of the committee of Sandbach Heath (St. John's) Playgroup, taking into account the views of parents/carers and other outside agencies and professionals. The SEND Policy review will take place annually (see 'review date').
- Support members of staff who have concerns about a child's development.
- Support members of staff in their understanding of Differentiation and the graduated response and in the writing and reviewing of SEN Focused and Inclusion plans
- Support members of staff in implementing strategies when working with children.
- Monitor and review practice and provision and if necessary make reasonable adjustments; promoting and valuing diversity and difference.
- Ensure that the child's interests are taken into account when planning using methods such as showing them photo books; symbol cards (PECS) and recognising their facial expressions, gestures and body language.
- Ensure issues relating to bullying are responded to immediately (Behaviour Management Policy)
- Where necessary, and with the parent's/carer's permission, seek additional advice about supporting the child in the setting or in their transition into another setting by contacting the Cheshire East SEND Team (01625 374162)
- Provide parents/carers with information about services offered by local authorities.
- Work together with other health professionals and outside agencies, i.e. speech and language therapists, physiotherapists and other professionals.
- Identify training that will benefit members of staff working with children with SEN.
- Support members of staff as they work in partnership with parents/carers of children with SEN and co-ordinate review meetings each half-term

Relating to Equality and Diversity Policy:-

- Identify and bring about changes needed in the physical layout of Playgroup is physical possible and source any specific resources required. These could be accessed from the Children's Centre (01270 371 235) or through the SEND team (01625 374162).
- Support members of staff in differentiating activities to include children's needs.
- Identify any risks that may arise from, for instance, having a wheel chair in the setting.

- Ensure that thought is given to making outings accessible to children with SEN.
- Ensure that positive images of disability are displayed in the setting and can be found in the books and resources the children have regular access to.
- Challenge inappropriate attitudes and practices.

Admissions Arrangements (see also Admissions Policy)

When a child with a Special Educational Need is registered the usual admission arrangements will be made. Parents/carers have the opportunity to discuss with the SENCo and key person whether any additional resources or changes to the room layout will be needed or specific training for staff is required. If an enhanced adult to child ratio is required a key person or extra member of staff will be appointed according to the setting's Employment Policy. The Settling In/Transition Policy and Procedure will be followed and flexible arrangements will be made in response to the needs of the child. If a portage person has been working with the child they will be involved in this process.

Accessibility

Sandbach Heath (St. John's) Playgroup has regard to the Disability Discrimination Act 2016. This states that reasonable steps or reasonable adjustments will be made in order to ensure the service provided is accessible to children, young people and adults with disabilities. Sandbach Heath (St. John's) Playgroup is located adjacent to St John's Primary School and is based in a purpose-built premises which has access to the front and side entrance. Activities can be accessed both on the floor and tables. Furniture is mobile and can be placed to allow access between activities.

The Environment

- Members of staff plan to ensure that each child has a sense of belonging and identity by using photographs and name labels around the setting.
- To encourage interaction with children who have communication difficulties members of staff have received in house training in using Makaton signing and symbols; these can be used to communicate names, feelings, objects and actions.
- There are a number of story/picture books which include disability.
- Positive images of people with disabilities are placed at child height.
- If a child needed specialist equipment a referral will be made to the Cheshire East SEN team or an approach made to the local children's centre to see if they could loan it.
- Grants would be sought and funds raised to buy specialist or extra equipment is required..
- The key person observes the child's interests, learning preferences and stage of development using 'Development Matters'; the child is then asked their opinion through language, signing or symbol cards. Having assessed this information differentiated

activities are planned. Plans are evaluated by members of staff on a daily and weekly basis.

- If a child has a Plan in place the key person will provide additional and different activities using the strategies from the plan.

Staff Provision

- An assessment of the child's needs will be made based on observation and advice from parents/carers and other professionals and, where appropriate, an enhanced adult to child ratio will be provided.
- The Special Educational Needs Coordinator will complete appropriate training.
- The SENCo will support staff in gaining information and accessing training for specific areas of need, whether it is provided by the locality team, Pre-School Learning Alliance or another recognised outside agency.
- Information obtained from training is shared at staff meetings and made available to all members of staff.
- Members of staff attend Support/Network/Liaison meetings, enabling them to share experiences and develop their knowledge.

Identification and Assessment of children with SEND

When a child is observed to have additional or different needs, their key person will make dated observations of the area of difficulty and discuss this with the SENCo who will suggest some strategies. The key person will share observations with the child's parents/carers and find out whether they have similar concerns. If it appears the need may be a hearing-related or a similar medical problem, the SENCo will suggest a visit to the health care service. All members of staff will be involved in the process of supporting the child and will be kept informed and asked to contribute observations made. When necessary the SENCo will seek advice from the Cheshire East SEN Team. The graduated approach model of intervention, as set out in the SEND Code of Practice (2015), is used to support children with SEN; early intervention enables appropriate support to be given and sometimes avoids long term difficulties developing. We will support families through each stage of the Common Assessment Framework where appropriate.

Differentiation

We inform parents/carers at all stages of the assessment, planning, provision and review of their child's education. Observation and monitoring of children means that early signs of developmental delay or difficulty are noted early. If during this process we identify a child as having difficulties in any area of development, their key person will make focused observations, plan and implement some simple strategies such as breaking activities into easier, more

achievable steps or using other resources to support the child. Differentiated approaches could be enough to build the child's confidence and help develop areas they are having difficulties with.

Graduated Approach

If differentiation has been implemented but has not enabled the child to make progress and they continue to have significant difficulties in learning and developing, further special educational provision will be made through a graduated approach. The graduated approach is a continuous cycle of assessing, planning, doing, and reviewing. Once a specific need has been identified the key person, parents/carers and SENCo (with advice from the locality team where necessary) will work together to provide interventions that are additional and different to those provided in the setting.

Inclusion and Focused Plans
Educational Health Care Plan
Special Educational Needs Support (SEN Support)
Statement of special educational need

Our Inclusion and Focused Plans afford us a way of planning specifically for a child's additional needs. Targets are based on the child and parent's views, and observation and assessment both within the setting and from other professionals. Strategies are planned to reach the targets and are monitored and reviewed approximately every six to eight weeks (more frequently if necessary). The child's parents/carers and their key person/Playgroup Leader will sign and review the Focused Plans.. Meetings between parents/carers, key persons and other professionals will take place where privacy and confidentiality can be maintained. Where a child has already had a Special Educational Need identified the key person and SENCo will work together with outside agencies to develop an SEN Focused Plan and to ensure continuity of care.

Education, Health Care Needs Assessments (EHC)

Where a child needs additional support to make progress in their learning and development, the parents and the setting can make a request to the local authority for an EHC. The setting will share all information gathered about the child with the local authority and continue to support the parents/carers by sharing information and attending meetings with them.

An EHC is a detailed assessment that looks at a child's special educational need(s) (SEN) and the support that child might need to help them develop and learn. The Children and Families Act 2014 explains that Local authorities are responsible for carrying out EHC needs assessments. The assessment should collate information about what a child can and cannot do and the special

help and support they need. The information should come from the child's parents, the child themselves, Pre-School/Playgroup, and other professionals and agencies that support or work with the child. There is further information about EHCs in pre-school. The SEND Code of Practice 2014 sections 9.3 and 9.14 to 9.16 also explains more about the criteria the local authorities should follow.

Educational Health Care Plan (EHCP)

Most children and young people with Special Educational Needs and Disabilities (SEND) will have their needs met in local mainstream settings. These educational settings should try to meet the needs of these children and young people. Some children and young people may not make expected progress, despite these efforts to identify, assess and meet the special educational need. In these cases, schools or parents should consider requesting an EHCP. This assessment involves a process of gathering information from the relevant people or agencies, including the views, interests and aspirations of the parents and child or young person.

The needs assessment will help to determine whether we need to make additional provision through an EHCP. These plans replace statements of SEN and Learning Difficulty Assessments (LDAs) for children and young people with the most complex needs, from birth up to the age 25. When deciding whether to issue an EHCP the local authority will take into account whether the needs of the child or young person can reasonably be met from resources normally available to settings. We have worked with schools to publish their SEN information report. This should describe the provision available to help children with SEND in their schools

The Local Offer

We as a setting are supported by the Local Authority to ensure all children, regardless of their specific needs, are able to make the best progress in Sandbach Heath (St. John's) Playgroup. The Local Offer explains in detail how we support children with Special Educational Needs or Disabilities (SEND).

Complaints about the settings SEN provision (see Complaints Policy & Procedure)

If a complaint is made about our SEN provision, the complainant will be invited to talk about their concern with the key person/Manager and SENCo to sort it out as quickly as possible. If this does not resolve the matter the complainant will be invited to put their concerns in writing (they can be provided with a 'complaints form') to the Chairperson of the Management Committee so that the matter can be dealt with as per our Complaints Policy and Procedure. The Playgroup will inform Ofsted of any written complaint concerning Special Educational Needs.

The address and telephone number of Ofsted is: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD. Telephone: 0300 123 1231

Working in Partnership with Parents/carers

- Parents/carers will be respected as those who have known the child longest and have the most knowledge about the child.
- From the time of a child's admission a partnership is formed with the parent/carers and continued throughout the child's time at Pre-School and through the progression into their next setting.
- Key persons send 'The Learning Journey' home each half-term and ask parents/carers to contribute their comments which will be used when planning. Where this is not practical we photocopy the up to date Learning Journey and provide parents/carers with a copy.
- If a child has difficulties in any area, parents/carers will be approached in a confidential manner by their key person (see Confidentiality Policy).
- The SENCo will organise times for parents/carers to meet with key person to discuss targets in Inclusion/Focused Plans;
- Parents/carers are asked to inform key persons of any outside agencies involved with the child and these reports are included in 'The Learning Journey'.
- Parents/carers will be kept fully informed of their child's time at Playgroup and their permission sought if outside professionals are contacted to observe and advise on interventions.

Links with other professionals and agencies

The Cheshire East SEN Team offer information and advice on concerns the SENCo may have with regard to supporting particular types of SEN:

- If a child is under the support of the graduated approach and the advice of other professionals is needed the setting may consult the local SEN team.
- Advice will not be sought on an individual child without parental permission unless the child is in need of protection (see Safeguarding Children Policy).
- Health visitors or other health professionals are welcome to visit the setting and are encouraged to provide the Pre-School with copies of assessments and targets so that these can be used in conjunction with Inclusion and Focused Plans. Professionals working with individuals are invited to meetings with parents/carers and key persons when a child is moving setting (see Settling in/Transitions Policy).

- With parental permission, records and observations will be shared with other professionals involved with the child.

Monitoring and evaluation of SEN Policy and Provision

- Any new legislation, requirements or changes in procedure will be added to our SEN Policy within a term.
- The Policy will be discussed by the committee and staff at an annual review (see 'review date').
- If any changes relating to other Policies have bearing on the SEN Policy these will be updated within a term.
- Staff will collate information about how effective the SEN Policy and Provision has been during the past year in helping to identify and assess children with difficulties to share at half-termly staff meetings.
- A general review will be made of progress made on the Settings Focused and Inclusion Plans, discussions at staff and management meetings, parental and external agency views, inspections and complaints on an annual basis.
- Parents/carers who have a child with SEN will be asked to express their opinions with regard to their child's provision and its effectiveness. This will be discussed at half-termly staff meetings.
- Staff will discuss whether they feel the procedures have helped them to enable the children to make progress by providing an appropriate and inclusive EYFS curriculum.

Links to other policies:-

Children's Rights and Entitlements Policy

Valuing Diversity and Promoting Equality Policy.

Supporting Children with Special Educational Needs Policy.

The Role of the Key Person/Settling policy

Working in Partnership with other Agencies Policy

Safeguarding and Child Protection Policy

Working in Partnership with Parents Policy

Positive Behaviour Management Policy

Health and Safety Policy

Making a Complaint Policy

Confidentiality Policy

Employment Policy

Admissions Policy

Documentation

Through this policy we promote the five Every Child Matters priority Outcomes

- Stay Safe
- Being Healthy
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well being

Responsibility

- Sandbach Heath (St. John's) Playgroup will ensure that all staff, parents/carers, volunteers and others involved in its work will follow and implement this policy.
- The managerial responsibility at Sandbach Heath (St. John's) Playgroup for this policy will lie with the management committee and staff team.
- This Special Educational Needs Policy will be evaluated and reviewed by the management committee. Staff contribute on an annual basis and parents/carers will also be invited to contribute.
- We will listen to children's points of view and consider this when making and reviewing policies.

1.1 Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years September 2014 and has been written with reference to the following guidance and documents

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Ofsted Section 5 Inspection Framework, January 2014
- Statutory Framework for the Early Years Foundation Stage (EYFS) September 2014
- SEN and Disability in the Early Years: A toolkit 2015

Section 2 : Aims

The purpose of Sandbach Heath (St. John's) Playgroup approach to SEND; is to aim to :

- use our best endeavours to achieve maximum inclusion and success for all our children
- To raise the expectations of all children with Special Educational Needs and/or disabilities.
- encourage high levels of participation from children, parents and carers
- have a clear focus on steps toward positive life-long outcomes
- explain what we do, when, why and how
- meet our statutory duties
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Section 3 : Identifying Special Educational Needs

3.1 SEN Definitions

A child or young person has a special educational need if they have a learning difficulty or disability that calls for special educational provision.

A learning difficulty is a significantly greater difficulty in learning than the majority of children the same age.

Special educational provision is provision that is additional to or different from that which is normally available in mainstream settings. For a child under the age of 2, special educational provision means provision of any kind.

A child under school age has SEN if he or she is likely to have SEN when they reach school age, or would do so if special educational provision were not made for them.

The Children and Families Act 2014 (Part 3)

Children's SEN are generally thought of in the following four broad areas of need and support

3.2 Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

3.3 Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD),
- severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and

- multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3.4 Social, emotional and mental health

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (BESD) is no longer a type of SEN.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

3.5 Sensory and/ or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

3.6 These broad areas of need are not definitive; the Code recognises that individual children often have needs that cut across all these areas and that children's needs may change over time.

3.7 Difficulties which may not be related to SE

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that 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 should 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 Early Help Assessment, should be adopted.

DfE and DH (2015) SEN and disability code of practice: 0-25 years, para 5.29

Some children may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'.

Difficulties related solely to difficulties in English as an Additional Language (EAL) are not SEN.

We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

3.8 Disability

*The definition of disability under the **Equality Act 2010** is*

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

'A disability is a disability that prevents or hinders a child from taking advantage of the facilities generally available.'

The Children and Families Act 2014 (Part 3)

The definition of disability is wider than many might presume and so covers a greater number of children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Section 4: A Graduated Approach to SEN support

4.1 General Identification and Assessment

...throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and or/carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with and help families to access, relevant services from other agencies as appropriate

DfE (2014) Statutory Framework for Early Years Foundation Stage para 1.6

*Providers **must** have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN.*

*Where a setting identifies a child as having SEN they **must** work in partnership with parents to establish the support the child needs.*

It is particularly important in the early years that there is no delay in making any necessary special educational provision.

DfE and DH (2015) SEN and disability code of practice: 0-25 years, para 5.4, 5.36- 5.38

All of our children's needs are identified and met as early as possible through the cycle of **Assess, Plan, Do and Review** - observation, assessment, target setting and monitoring arrangements as described in the document '**SEN and disability in the early years: a toolkit 2015**'

To **Assess** we:

- Bring together all the information we have about the child
- Analyse the child's needs
- listen to and follow up parental concerns
- liaise with settings where a child has transferred from/ attends another setting in addition to our own

Plan : Where a broad approach to SEN Support has been agreed, the practitioner and the SENCO should agree, in consultation with the parent, to plan:

- The outcomes they are seeking for the child
- The interventions and support to be put in place
- The expected impact on progress, development and behaviour
- A date to review.

Plans should:

- Take into account the views of the child
- Select the interventions and support to meet the outcomes identified
- Base interventions and support on reliable evidence of effectiveness
- Be delivered by practitioners with relevant skills and knowledge
- Identify and address any related staff development needs

Do

The practitioner, usually the child's key person:

- Remains responsible for working with the child on a daily basis
- Implements the agreed interventions or programmes

The SENCO supports the key person in:

- Assessing the child's response to action taken
- Problem solving
- Advising on effective implementation

Review

On the agreed date, the practitioner and SENCO working with the child's parents and taking into account the child's views, should:

- Review the effectiveness of the support

- Review the impact of the support on the child's progress
- Evaluate the impact and quality of the support

In light of the child's progress, they agree:

- Any changes to outcomes
- Any changes to the support
- Next steps

At each cycle the key person and SENCO consider, with the parents and informed by the child's views, whether the child is making expected progress, and whether:

- Special educational provision and SEN support continue to be required
- To revisit the cycle in more detail or with increased frequency
- More specialist assessment may be called for
- Staff require more specialist advice or the child requires more specialist support
- More specialist expertise is needed to inform reasonable adjustments and access arrangements for a disabled child
- The child requires an EHC needs assessment

4.2 Examples of Curriculum Access and Provision

- staff differentiate learning activities as part of quality first teaching
- preparation for new learning experiences and vocabulary development
- targeted additional adult group and, where appropriate, individual support
- bilingual support
- differentiation of curriculum resources
- speech and language groups
- 1:1 support
- focussed small group time

4.3 Strategies for monitoring and evaluating progress

- Ongoing assessment of progress against targets and expected outcomes
- Learning Journal sampling and moderation
- Review of Key Person Progress Pack (KPPP) tracking sheets
- scrutiny of planning and level of differentiation and use of learning resources
- informal feedback from all staff
- child and parental conversations
- regular meetings/ conversations about children's progress between staff

4.4 Additional SEN Support provision

*The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced **SEN support** to replace School Action and School Action Plus from September 2014.*

In addition to the identification, assessment, provision and monitoring for all children, our graduated approach to SEN support is as follows:

- the key worker, sometimes with the SENCO, will discuss with parents if we feel that their child requires SEN Support.
- additional SEN support will be in place when a child's needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer
- the setting will use the **Assess, Plan, Do, Review (APDR)** paperwork
- we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate on an APDR. Children will have targets they can understand;
- our APDRs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working document which can be constantly refined and amended;
- targets will address the underlying reasons why a child is having difficulty with learning;
- our APDRs will be accessible to all those involved in their implementation
- our APDRs will state what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- our APDRs will have a maximum of three SMART targets
- the setting may contact the SEN helpline for additional advice and/or support
- the setting may make a referral to another agency e.g. SaLT

Targets for an APDR will be arrived at through:

- discussion, wherever possible, with parents/carers, staff and the child
- discussion with other practitioners as appropriate
- classroom observations by the setting's Special Educational Needs Co-ordinator (SENCO) and other room leaders;
- our APDRs will be time-limited – at least a termly review, there will be an agreed "where to next?"

4.5 For children with more complex needs

- the setting will begin the **Setting Focus Plan (SFP)** Paperwork
- SFPs will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of an education health and care plan if expected progress is not made over time.

4.6 Request for statutory education, health and care assessment

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an **EHC needs assessment** in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

- #### **4.7**
- Following a request for an EHC needs assessment, or the child or young person having otherwise been brought to its attention, the local authority must determine whether an EHC needs assessment is necessary. The local authority must make a decision and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request. The local authority does not have to consider whether an EHC needs assessment is necessary where it has already undertaken an EHC needs assessment for the child or young person during

the previous six months, although the local authority may choose to do so if it thinks it is appropriate.

- 4.8** Children with no SEN but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased for the setting by the LA (finance permitting) where a health professional recommends its use in writing.

4.9 Statement of Special Educational Needs or Education Health and Care Plan

Children with a statement of special educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for children in receipt of SEN support and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required. Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

Section 5: Criteria for exiting the SEN register/record

- 5.1** At the review stage, where the child's key worker, SENCO and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective universal setting based strategies, interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEN Support.

Section 6: Supporting children and families

- 6.1** Our setting aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform us of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the setting will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need, allowing parents and carers opportunities to discuss ways in which they and the setting can help their child;
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEN, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of sources of information, advice and support e.g the LA Local Offer / Cheshire East Information Advice & Support/ Children Centre groups and facilities
- providing information in an accessible way for parents

6.2 Pupil Voice

Early years providers [...] should know precisely where children and young people with SEN are in their learning and development. They should ensure decisions are informed by the insights of parents and those of children [...] themselves.

DfE and DH (2015) SEN and disability code of practice: 0-25 years, para 1.25

Children have the right to be involved in making decisions and exercising choice.

Children attending early years settings are aged four years and under so consulting with them to seek their views about how we are meeting their needs has to be age appropriate. Children can communicate using toys, pictures, photo's of people and settings, creative role play using puppets and dolls in different scenarios and these can all be used to promote communication and enable children to express their views.

The above can be used in conjunction with the following strategies:

- Have regular meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home
- Make close observations during their attendance to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning
- Involve children with planning their own activities and encouraging them to share what they would like to learn and participate with
- Extend any resources that they show a preference for
- ensure the children are happy, motivated and make progress throughout their time in the setting.

6.3 Effective Transition

Transitions should be seen as a process not an event and should be planned for and discussed with children and parents. Settings should communicate information which will secure continuity of experience for the child between settings.

Early years Foundation Stage Practice Guidance

- For all children, we will ensure early and timely planning for transfer into the setting, from room to room and from the setting into school. We invite parents and carers, room leaders, key workers and the SENCO to SEND reviews.
- During the year in which children are due to move to school, transition meetings are held and arrangements discussed. For children with SEN this may include additional familiarisation visits, buddy bonding activities, parental/carers visits to school or other reasonable adjustments in addition to normal arrangements for all children.
- When children are due to leave our setting, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- We will discuss transition needs of all children with Statements of SEN or an Education Health and Care Plans at their statutory Annual Reviews.
- For children with an Education Health & Care Plan in transition years, the SENCO will also attend any Annual Reviews for the children at their feeder school if invited.

Section 7: Supporting Children with Medical Needs

- Some children in our setting have medical conditions that require care and support to enable full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case we will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.
- Individual health and care plans are in place for children with medical conditions

Section 8: Training and Resources

- The DfE funds Local Authorities to provide the free entitlement for 3 and 4 year olds and some 2 year olds. This is funded through the early years block of the Dedicated Schools Grant (DSG).
- Our setting makes some provision for our children from our core funding e.g. for more frequent engagement with parents, observations of children and group intervention programmes e.g. Toddler Talk
- Where a child is identified as not reaching expected levels of development after universal interventions, the setting may apply to the Local Authority for some additional funding to provide short term, targeted intervention. This is subject to budgetary availability.
- As a setting we identify the continuing professional development (CPD) needs of our staff through staff appraisals/ supervision.
- The Local Authority provides a range of SEND professional development courses which practitioners can apply for.
- Key workers undertake induction on taking up a post, which includes a meeting with the SENCO to explain the systems and structures in place around the settings SEND provision and practice and to discuss the needs of individual children.
- The Early Years Helpline Tel: 01625 374162 is available for advice and guidance.
- We promote links to the children centres, which parents can be sign posted to, as they offer sensory room provision, baby massage sessions, rhyme time sessions and S&L group sessions.
- The named health visitor for our setting is **Sue Twadlockleib**.

Section 9: Roles and Responsibilities

Providers must have arrangements in place to support children with SEN or disabilities. Maintained nursery schools and other providers who are funded by the Local Authority to deliver early education places must have regard to the Special Educational Needs (SEN) Code of Practice. Maintained nursery schools must identify a member of staff to act as Special educational Needs Co-ordinator and other providers (in group provision) are expected to identify a SENCO.

DfE (2014) Statutory Framework for Early Years Foundation Stage, para 3.67

- The legal responsibilities for disabled children and children with SEN lie with the *responsible body* (Equality Act duties) or the *appropriate authority* (Children and Families act duties). In both cases this is the *governing body* for a maintained school, including a maintained nursery school, and the *proprietor*, that is the owner or the management committee, of a private, voluntary or independent nursery

9.2 The Manager

- The manager has responsibility for the day-to-day management of all aspects of the setting's work, including work with children with SEN. The manager agrees policies with the provider, works closely with the SENCO on the implementation of SEN and disabilities policies; and has an important role in enabling the SENCO to meet their responsibilities.

9.3 The SENCO

- The SENCO works closely with the manager and with all practitioners in the setting; has responsibility for the day-to-day operation of the setting's SEN policy and for co-ordinating provision across the setting; and for supporting colleagues in all aspects of their work with children with SEN.

Role of the SENCO

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEN
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting

DfE and DH (2015) SEND Code of Practice: 0-25 years para 5.54

*'The 'SENCo is a significant influence in establishing and implementing the setting's SEN support. This is not the only person to work with children with special educational needs and disabilities but they are the **advocate**, **mediator** and **facilitator** of the process.'*

Inclusion in the EYFS: Kay Mathieson 2015

In the **Early Years Inspection Handbook: June 2015** the setting will be judged on:

The **impact** of the involvement of the special educational needs co-ordinator (SENCO) and /or other partners where there are concerns about a child's development and learning

Part 2: para 154, p36

9.4 All practitioners

- In addition to the setting's manager and the SEN coordinator (SENCO), all members of staff have responsibilities to disabled children and children with SEN and need to understand these and the setting's approach to identifying and meeting SEN. Where a child is identified as having SEN, the Code of Practice envisages that the individual practitioner, usually the child's key person, will lead the engagement with the child and the child's parents, with the support of the SENCO and remains responsible for working with the child on a daily basis.

Role of Key Person

Staff are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO.

Providers must inform parents and/or carers of the name of the key person and explain their role, when a child starts attending a setting.

- The key person must help ensure that every child's learning and care is tailored to meet their individual needs.
- The key person must seek to engage and support parents and/or carers in guiding their child's development at home.
- They should also help families engage with more specialist support if appropriate.

DfE (2014) Statutory Framework for Early Years Foundation Stage, para 1.10

Section 10: Storing and Managing Information

Practitioners must maintain a record of children under their care as required under the EYFS framework. Such records about their children must be available to parents and they must include how the setting supports children with SEN and disabilities.

DfE and DH (2015) SEND Code of Practice: 0-25 years para 5.50

- Children's records are sent to the next setting as soon as possible after a child has transferred.
- Whilst the pupils are attending Sandbach Heath (St. John's) Playgroup the records are kept in a locked filing cabinet. The confidentiality policy is updated annually and signed by all staff and governors annually.

Section 11: Reviewing the policy

This policy is reviewed annually by **Hazel Hilton and Martin Douglas** and disseminated by sharing with staff and parents either electronically or via a paper copy.

Section 12: Accessibility

There is no accessibility via ramps as the entrances will not facilitate a ramp.

Section 13: Dealing with complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance via Hazel Hilton. A complaints form will be filled in and OFSTED notified. If unresolved, by the Manager/ Owner. The Committee member with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general complaints procedure

Section 14: Bullying

We mitigate the risks to vulnerable learners in your setting by following the Positive Behaviour Management Policy.

We adhere to the following legal frameworks:

Equality Act 2010

Disability Discrimination Act (DDA) 1995, 2005

Children Act 1989, 2004

Special Educational Needs & Disability Act 2001

Children and Families Act 2014

We work with families and children to ensure the requirements of the Special Educational Code of Practice (2001) are met.

This policy was adopted at a meeting of

Sandbach Heath (St. John's)
Playgroup

Held on

_____ (date)

Date to be reviewed

_____ (date)

Signed on behalf of the management
committee

Name of signatory

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