

## General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.

## Equality of opportunity

### Supporting children with special educational needs

#### Policy statement

**A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEN CoP 2014 p.15)**

St Michaels Playgroup provides an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2014).
- We have regard for the Equalities Act 2010, which incorporates DDA 1995/SENDA 2001.
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN) and disabilities.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

## Procedures

- The needs and progress of children with special educational needs are monitored by the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO's are:

Mrs Sharon Jackson and Mrs Julia Paton

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- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

- We use the graduated approach system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education. Children's progress and achievements are shared with parents on a regular basis.
- We provide parents with information on sources of independent advice and support.
- We liaise with the IDO employed by Herts county council, who may visit our setting to offer support with parental permission. We also liaise with other agencies such as health professional's including health visitors, speech and language therapists and children's centres.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- 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 use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for practitioners and volunteers.
- We work closely with any other agencies using an integrated approach through Team Around the Child, using tools such as Early Support and the Common Assessment Framework (eCAF).
- We raise awareness of any specialism the setting has to offer.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We monitor and review our policy annually.
- We provide a complaints procedure.

- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- Our setting initially makes adjustments to activities using different strategies and differentiation to support the child, using the Early Years Foundation Stage Development Matters. We carry out focused observations to identify and support needs.

### **Role of the SENCo**

To ensure the setting has regard to the SEN Code of Practice (2014) and The Equality Act 2010.

To be responsible for ensuring:

- An SEN inclusion Policy is in place.
- The policy is put into practice.
- The policy is reviewed annually.
- Take the lead in observations and assessments of children with SEN including their strengths and areas to develop using the Individual Assessment of Early Learning and Development (IAELD) where appropriate.
- Liaise with the key person to complete the IEALD/development assessment and set the SEN Support Plans where necessary.
- Gather evidence and co-ordinate support, work with colleagues to develop the child's skills through inclusive planning in line with Early Years Foundation Stage.
- Keep appropriate records which are regularly reviewed and monitored.
- Ensure appropriate SEN Support Plans are in place and regularly monitored and reviewed.
- Work closely with parents to ensure background information is collected and shared appropriately.
- Liaise with colleagues and managers as appropriate.
- Promote a positive working relationship with parents and carers.
- Develop links and liaise as appropriate with other professionals, health visitors, SEN pre-school Advisory Teacher, speech and language therapists, inclusion development officer, educational psychologists.
- Attend SENCo clusters regularly to update and inform.
- Identify individual settings needs and arrange in-house training where appropriate.
- Have an awareness of Early Support and Common Assessment Framework (eCAF).
- Use knowledge and experience to support the setting to develop their inclusive practice.

### **SEN support – The Graduated Approach- Assess, Plan, Do, Review**

- Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping children to prepare for adult life. Where we identify a child as having SEN we will work in partnership with parents to establish the support the child needs.

- When we have identified the need to make special educational provision for a child with SEN we will inform the parents. We adopt a graduated approach with four stages of action: assess, plan, do and review

### **Assess**

- In identifying a child as needing SEN support, the key person, working with the setting SENCO and the child's parents, will have carried out an assessment of the child's needs. The initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond our setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parent's agreement. At this point we will also request permission from the parent/carer for us to complete Hertfordshire's Individual Assessment of Early Learning and Development to further inform our planning for the child's individual needs.

### **Plan**

- Where it is decided to provide SEN support we will formally notify the parents/carer. We will then agree, in consultation with the parent/carer, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided or sought should be agreed to meet the outcomes identified for the child. It should be provided by practitioners with relevant skills and knowledge.

### **Do**

- The early years practitioner, usually the child's key person, remains mainly responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. This may include an individual SEN support plan. The SENCO should support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support. All staff within the setting however, have a responsibility for supporting all children.

### **Review**

- The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date (in Early Years this would be potentially half termly). The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

- This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with the action taken by the setting, at agreed times.

### **Education, Health and Care Plans (EHCPs)**

- Hertfordshire county council should conduct an EHC needs assessment for children under compulsory school age when the special educational provision required to meet the child's needs cannot reasonably be provided from the resources normally available.
- Where young children do need an EHC plan, HCC must seek advice from the early years setting in making decisions.
- Families of children with an educational health and care plan are entitled to a personal budget.
- Statements will be transferred over to Education, Health and Care (EHC) assessments and plans from September 2014 usually during an annual review or at a key transition.
- Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf. Further information about EHC plan reviews and the role of early years settings is in Chapter 9, Education, Health and Care needs assessments and plans. (SEN Code of Practice 2014 p 86-87).

### **Local Offer**

- Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. Our setting has written an early years offer which feeds in to the HCC Local Offer. Please see appendix 1 for further details you can also view it on our website.

### **Funding for SEN support in the early years**

Hertfordshire provide Exceptional Needs Funding for children with SEN who access funded 2, 3 and 4 year old placements. In certain circumstances we will endeavour to access this funding with parental permission. If successful this funding will be used by the setting to support the individual child.