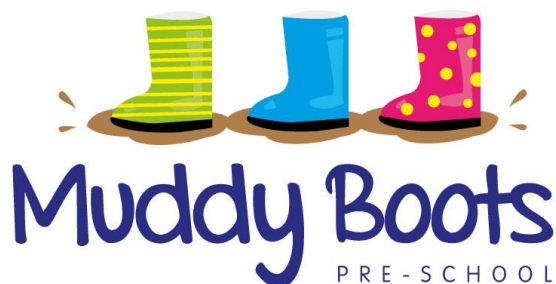


Muddy Boots Pre-School CIO

Equal Opportunities – 9.2 Supporting children with special educational needs and disability (SEND)



Review Date:

SEE COMMITTEE POLICY REVIEW SCHEDULE

Equal Opportunities

Supporting children with special educational needs and disability (SEND)

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

The Children and Families Act 2014 requires local authorities to publish, in a single place, information on services and provision across education, transport, health and social care for children and young people aged 0-25 with special educational needs and disabilities (SEND). The purpose of this 'Local Offer' is to enable parents, carers and young people to see more clearly what services 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 shows how we have, for many years, provided for children with special educational needs and disabilities.

Our policy

- We support children with special educational needs and disabilities by providing an environment in which all children are supported to reach their full potential.
- We comply with the Statutory Framework for the Early Years Foundation Stage and the Equality Act 2010.
- We have regard to the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support and involve parents of children with special educational needs and disabilities, actively listening to, and acting on theirs (and the children's where relevant) wishes and concerns.
- We identify the specific needs of children with special educational needs and disabilities 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.
- We have a designated Inclusion Manager who is Jacky Smith.

Identifying children with Special Educational Needs and Disabilities

- On induction to our pre-school the Inclusion Manager and parents share information about the strengths and needs of the child to create a positive partnership.
- Families will be supported for as long as it takes for their child to settle. We want all children to feel happy and safe with us.

- Each child has a Keyperson who works closely with each child and the family, and may identify a possible individual need.
- On-going observational assessments are made of all children and are linked to the Early Years Outcomes and Development Matters ages and stages of development (as outlined in the Statutory Framework for the Early Years Foundation Stage).
- We undertake a ‘progress check at age 2’ which supplies parents/carers with a short written summary of their child’s development.
- Reports from health care professionals may identify a child’s individual needs and we will include these in the child’s learning and development.

Supporting children with SEND

- Our Inclusion Manager will work with all our staff to ensure our SEND provision is relevant and appropriate.
- We use the ‘graduated approach system’ (assess, plan, do, review) for identifying, assessing and responding to children with special educational needs. This means using a step-by-step response through the various levels of intervention which are discussion of a concern, targeted support, specialist support and Education, Health and Care Plan (EHC). This is applied in increasing detail and frequency to ensure that children progress.
- We provide a broad, balanced and differentiated curriculum for all children.
- Our Inclusion Manager will explain how children’s individual needs can be met by planning support using a written Individual Learning and Provision Plan (ILPP), My Support Plan, EHC, or Health Care Plan.
- The Key person will oversee the ILPP targets.
- ILPP targets will be reviewed and new ones planned by the child’s Key person, Inclusion Manager and parents.
- We access additional support from other professionals where necessary.
- Our Inclusion Manager will work with all other staff to ensure implementation of the ILPP and subsequent continuity of care and education by everyone.
- We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of your child’s progress, including all decision making processes.
- We, where appropriate, take into account the children’s views and wishes in decisions made about them, relevant to their level of understanding.

Learning Journeys are available to view at any time. These are maintained using the Tapestry online system and can be accessed, and contributed to, by our staff, the child and the child’s parents, using secure individual passwords.

- All other documentation is kept in the child’s file in a locked filing cabinet to ensure confidentiality.

- A notional inclusion budget for SEND allows us to provide certain resources when needed.
- Further funding can be applied for to support your child.
- Our Inclusion Manager has completed specific SEND training and also attends Inclusion Network Meetings each term to keep up-to-date.
- Staff have attended training linked to specific needs and will attend further courses if required.

Accessibility of the environment

- Disabled access via rear entrance.
- Disabled toilet available (wide cubicle with wide door).
- Resources are easily accessible by the children who have free choice and staff are on hand to help.
- We will explain the limitations of the building and would make changes or adapt our facilities if possible.

Working with other professionals

- We have regular contact with the following professionals:
 - Early Years Advisory Teacher
 - Health Visitors
 - Speech and Language Therapist
 - Portage team
- Advice from professionals in other areas may be sought as a need arises, such as:
 - Child Development Centre (Northampton General Hospital)
 - Physiotherapist
 - Occupational Therapist
- There are many other professionals who we can contact regarding a child's specific individual needs.

Further information

- The Key person is always available for advice and support in the first instance. There is a list of every child and who their Key person is within the playroom.
- Our Manager and Inclusion Manager are also available to offer advice.
- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and others.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We raise awareness of our special education provision via our website and/or promotional materials.
- We ensure the effectiveness of our special education needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- If a child's needs have been referred to a specific team we will be able to support parents in accessing these services.
- Families Information Service – www.nyfamilies.info.
- Northampton Local Offer Team

Moving on to school/or another setting

- We hold transition review meetings to plan transition for a child into school/setting. As well as parents and pre-school staff, these could include foundation stage school teachers, school Inclusion Manager, receiving setting staff and relevant professionals.
- We share all documentation such as ILPPs, My Support Plans, early year's assessments, observations.
- We invite receiving school/setting to visit our pre-school to familiarise themselves with, and observe, the child and to share information in partnership with parents.
- We operate an open door policy and our staff welcomes families to visit our pre-school. We will aim to work together to include any child with special educational needs and disabilities.

Further Guidance

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)