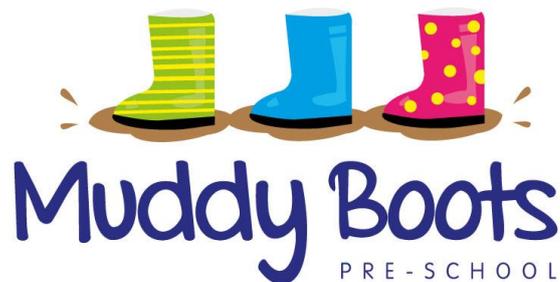


Muddy Boots Pre-School CIO

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



Review Date:	SEE COMMITTEE POLICY REVIEW SCHEDULE
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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 Molly Baxter.

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.

SEND Code of Practice (DfE & DoH 2015) Compliance

We have regard for the Special Educational Needs and Disability (SEND) Code of Practice (DfE & DoH 2015), which requires local authorities to ensure that all early years providers they fund in the maintained, private, voluntary, and independent sectors are aware of their duty to meet the needs of children with SEN and disabilities. When securing funded early education for two-, three-, and four-year-olds, local authorities should promote equality and inclusion for children with disabilities or SEN. This includes removing barriers that prevent access to early education and working in partnership with parents/carers to give each child the support they need to fulfil their potential.

Areas of Need

Children's SEND generally falls within the following four broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

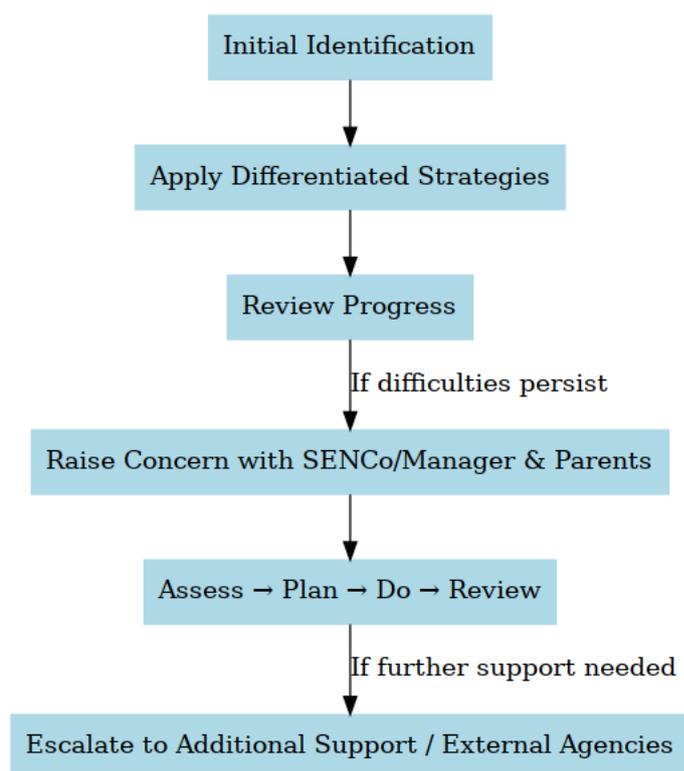
SEN Support

- The term *SEN Support* defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for all children in our care.
- Our Inclusion Manager will work with all our staff to ensure our SEND provision is relevant and appropriate.
- We provide a broad, balanced and scaffolded curriculum for all children.
- We follow a graduated approach to identification and support. 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.

The process includes:

- Initial Identification and Support
 - Ongoing formative assessment forms part of a continuous process for observing, assessing, planning, and reviewing children’s progress.
 - Children identified as having difficulty in one or more areas of development will receive support through simple strategies and resources.
 - For most children, application of scaffolded approaches will be sufficient to build confidence and help the child progress. The *SEN Support: Initial Record of Concern* form (9.12a) can be used for this purpose.
 - If, despite applying scaffolded strategies, a child continues to struggle and shows significantly more difficulty with learning than their peers or has a disability requiring specific adjustments, the key person will raise a concern with the setting’s SENCo/manager and the child’s parents.

Further steps will follow the Assess, Plan, Do, Review cycle, ensuring that interventions are tailored, monitored, and adjusted as needed.



Flowchart Steps:

1. Initial Identification – Observe and identify potential areas of need.
2. Apply Differentiated Strategies – Implement simple strategies and resources.
3. Review Progress – Monitor and assess improvement.
4. Raise Concern – If difficulties persist, involve SENCo/Manager and parents.
5. Assess → Plan → Do → Review – Tailored interventions and continuous monitoring.

- Escalate to Additional Support / External Agencies – If further specialist input is required. We access additional support from other professionals where necessary.

Individual Support and Planning

- Our Inclusion Manager will explain how each child's individual needs can be met through a written Individual Learning and Provision Plan (ILPP), My Support Plan, Education, Health and Care Plan (EHC), or Health Care Plan.
- The child's Key Person will oversee ILPP targets and ensure they are implemented effectively.
- ILPP targets will be reviewed regularly, and new ones planned collaboratively by the Key Person, Inclusion Manager, and parents.
- Additional support from other professionals will be accessed where necessary.
- The Inclusion Manager works closely with all staff to ensure consistent implementation of ILPPs and continuity of care and education.
- Parents are kept informed at every stage of assessment, planning, provision, monitoring, and review, including all decision-making processes.
- Wherever appropriate, the child's views and wishes are considered in decisions, relevant to their level of understanding.

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

- All other documentation is stored securely in the child's file in a locked cabinet to ensure confidentiality.
- We maintain a notional inclusion budget for SEND to provide resources when needed, and further funding can be applied for to support individual children.
- Our Inclusion Manager has completed specific SEND training and attends Inclusion Network Meetings each term to stay up to date. Staff also receive training linked to specific needs and will attend further courses as required.

Involving the child

- The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children's views may not be easy, a range of strategies will be needed.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The key person and setting manager/SENCo work in partnership with parents/carers and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of ability.

- Establishing effective communication is essential for the child's involvement.

Record Keeping

If a child has or is suspected of having a SEN, a dated record must be kept of:

- The initial cause for concern and its source (e.g., progress check at age two and/or outcomes of previous interventions). The 09.13a SEN Support: Initial Record of Concern form can be used for this purpose.
- The initial discussion with parents/carers raising the possibility of SEN.
- The views of parents/carers and other relevant persons, including, wherever possible, the child's views.
- The procedures followed regarding the Code of Practice (e.g., SEN action plan, referrals to external agencies, and statutory assessment).
- Evidence of the child's progress and any identified barriers to learning.
- Advice from other professionals and all subsequent meetings with parents and other persons, including any referrals.
- A review date (at least termly) will be agreed with parents/carers to review progress against expected outcomes and set next steps.
- Interventions will be evidence-based, aligned to longer-term goals across all areas of learning and development, and broken down into shorter-term targets.
- Plans will be written in clear, accessible language with minimal jargon, highlighting the child's strengths, achievements, interests, and desired outcomes. Support will be tailored to individual needs, with assessments organised to minimise demands on families, and relevant professionals involved in agreeing the overall approach.
- If progress remains limited and multi-agency input is required, we will consider initiating an Early Help/CAF assessment.
- Where specific medical interventions are required, a Health Care Plan will be completed and integrated with the ILPP/EHC plan to ensure the child's medical needs are safely met.
- A copy of the child's current ILPP/plan is stored in the child's file so that staff and inspectors can view progress and interventions.
- Effective planning at this stage will help parents and children express their needs, wishes and goals. Planning will: focus on the child as an individual rather than their SEN label; use clear, ordinary language and images rather than professional jargon; highlight the child's strengths and capacities; enable the child and those who know them best to share their achievements, interests and desired outcomes; tailor support to the individual; minimise assessment demands on families; and ensure relevant professionals contribute to a coordinated approach.
- We will explicitly highlight the child's strengths and capacities within planning and review discussions.
- If a child fails to make progress and multi-agency support is required, we will consider initiating an Early Help / CAF assessment.
- We will follow the procedures required under the SEND Code of Practice to meet the child's needs, including SEN action plans, referrals to external agencies, and statutory assessment processes.

Records may include:

- Observation and monitoring sheets
- Expressions of concern
- Risk assessments
- Access audits (01.1b)
- Health care plans (including medication guidelines)
- SEN action plans
- Meeting notes with parents/carers and other agencies
- Additional information from and to outside agencies
- Agreements with parents/carers
- Guidelines for the use of children’s individual equipment
- Early Help CAF referrals
- Referral to the local authority for statutory EHC needs assessment and a copy of the EHC plan

Seeking Additional Funding / Enhanced / Top-Up

We maintain a notional inclusion budget for SEND to provide resources when needed, and further funding can be applied for to support individual children. If the child’s needs cannot be met from within the setting’s core funding, the evidence collated will be used to apply for top-up or enhanced funding from the local authority’s inclusion fund. If a new or existing child is disabled, the setting should check if the family is in receipt of, or has applied for, Disability Living Allowance (DLA). If so, the setting will be able to apply to the local authority for the Disability Access Fund (DAF).

Statutory Education, Health and Care (EHC) Assessment and Plan

Statutory Assessment

- If a child has not made progress despite targeted interventions, the next step may be for the child to undergo an Education, Health and Care (EHC) Assessment.
- If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child’s needs cannot be met within the resources normally available to the early years setting.
- Children aged under two are eligible where an assessment indicates that the child is likely to have SEN requiring an EHC plan when they reach compulsory school age.
- When a child’s needs appear sufficiently complex, or evidence suggests specialist intervention, the local authority is likely to conclude that an EHC plan is necessary.
- The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.

Information to Collate for EHC Assessment

Settings should prepare by collating:

- Documentation on the child's progress in the setting.
- Interventions and support provided to date.
- Evidence of external agency assessment, support, and recommendations.
- Parent/carer views and wishes (and where appropriate, those of the child).

This information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

Local Authority Timelines and Parental Rights

- The local authority must inform the child's parents of their decision within six weeks of receiving a request for an assessment and give reasons for their decision.
- If the local authority decides to conduct an assessment, it must ensure parents are fully included from the beginning and invited to contribute their views.
- If the local authority decides not to conduct an assessment, it must inform parents of their right to appeal and the requirement to consider mediation should they wish to appeal.
- If the decision following an assessment is to compile an EHC plan, the local authority should consult collaboratively with parents/carers in preparing the plan, ensuring their views and the child's preferences are considered.
- Plans should be evidence-based and focus on short-term outcomes and long-term aspirations for the child, including family and community support.
- Parents/carers have the right to request a particular provision for their child to be named within their EHC plan.
- If an early years setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. These reviews complement the annual review duty but may be streamlined depending on the child's needs.
- Parents/carers must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

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.
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External Intervention and Support

Where external agency intervention has been identified to help support a child with SEND, this intervention should be recommended in writing by a suitably reliable source from the list below.

We have regular contact with the following professionals:

- Speech and Language Therapist
- Paediatrician
- Educational Psychologist

- Early Years Advisory Teacher
- Health Visitors
- 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.

Muddy Boots Pre-school CIO – Policy Document

- 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)
- SEND Code of Practice: 0 to 25 years (DfE and DoH 2015)
- Ready, Steady, SENCO (Alliance Publication)