Special Educational Needs and Disabilities information and Policy

Our SENCO (Special Educational Needs Coordinator) is **Molly Bassett**

At Little Elms Pre School, we are committed to the **inclusion of all children**. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs, and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs.

Each child's needs are unique, and we do not attempt to categorise children.

By following the Statutory **Early Years Foundation Stage Framework (EYFS)** each child will be given a Keyperson, they will work closely with their key child, and they will build a bond with the child and the child's family/carers. The Keyperson will carry out observations and progress checks (like the 2yr check in accordance with the SEND Code of Practice 2015) to **identify early** any needs that require additional support.

Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) if he or she "has a learning difficulty or disability which calls for special education provision to be made for him or her".

You're disabled under the **Equality Act 2010** if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

In the **SEND Code of Practice 2015,** there are four broad areas of Special Educational Needs and Disabilities that should be identified and focused on within educational settings.

The four main SEND areas are: **Communication and Interaction**, **Cognition and Learning**, **Social, Emotional and Mental Health Difficulties**, **Physical and/or Sensory Needs**.

Regarding these categories, the Code states that **"Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset."**

If a child requires additional support in our setting, we will use the **Graduated Approach**: A cycle of **assessing** needs, **planning** support, implementing support (**Do**), and **reviewing** the supports effectiveness. This will involve working with the child, their family/carers, outside

agencies (e.g. Paediatricians, Speech and Language team, Occupational Health, Physio Therapists) to gather as much information as possible about the child.

Reasonable adjustments can then be made e.g. additional equipment, additional resources, visual aids, modifying the environment to meet the child's needs. After gathering all the relevant information, an **individual support plan** with targets will be created by the SENDCO, this will involve targeted support, adapting activities, breaking down tasks, offering extra adult support, this will be implemented into every session the child attends. The SENDCO will oversee the graduated approach; they will help support the child, the family/carers, and the keyperson/1-1 staff in carrying out these targets.

Having the right **support mechanisms** for the child will help the child make progress at their individual pace. These support plans are reviewed typically every term but can be more frequently to ensure the correct support is being offered.

Partnerships with Family/Carers:

- From the time of the child's admission into Little Elms, a partnership will be formed with the Families/Carers and will be continued throughout the child's time at Little Elms.
- Keypersons can send 'All about me' or target sheets home termly and ask Families/Carers to contribute which will then be used in planning for the child and updating the targets in the support plan.
- If a child has difficulties in any areas, Families/Carers will be approached in a confidential manner by their Keyperson or SENDCO.
- The SENDCO can organise for the Families/Carers to have a discussion with Keyperson to discuss targets and any SEN action plans.
- Families/Carers are asked to inform the SENDCO/Keyperson of any outside agencies that are involved with the child and update them regularly.
- Families/Carers will be kept fully informed of their child's time at Little Elms and their permission will be sought if any outside professionals are contacted.

The role of the SENCO in our setting includes:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- 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.
- Taking the lead in implementing the graduated response approach and supporting colleagues through each stage of the process.

Education and Health Care Plan (EHCP):

Some children and young people may require an **EHC needs assessment** to decide whether it is necessary to develop an **EHC Plan**. The purpose of an EHC plan is to adjust and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and consider a wide range of evidence, including:

- Evidence of the child's developmental milestones and rate of progression.
- Information about the nature, extent and context of the child's SEND.
- Evidence of the action already being taken by us as the early years provider to meet the child's SEND needs.
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other agencies to ensure that the child receives the support they need to gain the best outcomes.

We will review this policy annually to ensure it continues to meet the needs of the children, parents and our nursery.

The Local Offer:

www.suffolklocaloffer.org.uk

As a setting, we are supported by the local authority, which is Suffolk County council. They give clear and up to date information about the support and provision for SEND in the local area. On the website, it will have a listing of all available support for 0–25-year-olds with SEND.

The relevant legislation underpinning this policy includes:

- Special educational needs and disability code of practice: 0-25 years 2015
- The children and families act 2014
- The Equality act 2010
- Special educational needs and disability regulations 2014
- Statutory framework for the early years' foundation stage

Helpful Websites:

suffolksendiass.co.uk

infolink.suffolk.gov.uk

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