



Northern Lights Pre-School & Out of School Club

“Committed to safeguarding and promoting the welfare of children and young people”.

Special Education Needs and Disability (SEND) Policy

Supporting children with additional educational needs

At The Northern Lights Pre-school we provide an environment that delivers access, education and care in all aspects of the pre-school, in which all children, including those with special educational needs and disabilities are supported to reach their full potential.

At the Northern Lights Preschool we have appointed a designated Special Educational Needs Co-ordinator (SENCO) and a Deputy SENCO. Their role is to support the staff and the Pre-school in achieving best practice, in the area of SEND within the Pre-school.

The Pre-school is responding to our belief that every child has equal value. We serve the children of the group in the following ways:

- We value all children equally and according to our Equalities Policy. We ensure that our inclusive admissions practice ensures equality of access and opportunity and ensure our provision is inclusive to all children with additional educational needs.
- We recognise that children develop at different rates and different stages and identify the specific needs of children with additional educational needs and meet those needs through a range of SEN strategies. We use the graduated response system for identifying, assessing and responding to children's additional educational needs.
- The educational aims for children with difficulties and disabilities are the same, therefore our planning and delivery is differentiated to account for the needs of all children within the group. Planning is undertaken collaboratively so activities and their targets are appropriately organised and implemented for children with Special Educational Needs and disabilities (SEND).
- Key-workers record progress by using Individual Learning and Development Plans (ILDPS) and liaise with the Special Educational Needs Coordinator (SENCO) to ensure that progress is appropriate and activities modified and developed as necessary. We use a system of planning, implementing, monitoring, evaluating and reviewing individual learning and development plans (ILDPS) for children with special educational needs and disabilities.
- We work closely and effectively communicate 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 child's education.
- We work in partnership with parents and other agencies in meeting individual children's needs. We liaise with other professionals involved with children with additional educational needs and their families including transfer arrangements to other settings and schools.

Aims

- To offer a broad and balanced curriculum with as much access to the EYFS as possible.
- To ensure that all the children with SEND engage in all activities and are fully included.
- To ensure the needs and progress of children who have SEND are monitored by our Pre-school SENCO.
- To develop a support system and strategies that enables the SENCO to work with the whole setting team to work effectively with children and their parents.
- To adopt a positive approach, building on children's strengths and taking into account their wishes in the light of their age and understanding.
- To involve parents/carers – working in partnership with them, recognising and acknowledging their expertise.
- To ensure roles and responsibilities are explicit with regard to the SEND Code of Practice – i.e. pre-school manager, SENCO, staff, parents, outside agencies and children themselves.

- To work in partnership with outside agencies in order to ensure best practice and meet the needs of children, enabling early identification and to facilitate early intervention.
- To operate a system of observation and record keeping, in conjunction with parents, enabling us to monitor children's needs and progress on an individual basis.
- Self-help, independence skills, gross and fine motor development.
- Knowledge of self and the environment, and early numeracy and literacy skills.

During the induction period staff are familiarised with The Children's and Families act 2014. Staff are provided training on the SEND code of practice and are aware of their duties with regards to the statutory requirements with regard to children with SEND, DFES states (Education Act 1996, Section 312):

"A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."

A child has a learning difficulty if they:

- Have a significant greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- are under five and fall within the definitions above or would so if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

a) For a child of two or over, educational provision is additional to or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.

b) Sensitivity will be given to children whose mother tongue is not English.

We draw on the knowledge and expertise of the Local authority advisors where and when necessary to meet the needs of these children.

Role of the SENCO

- Ensures liaison between parents/carers and other professionals for children with SEND.
- Advises and supports other practitioners in the setting.
- Ensures IEPs (Individual Educational Plans) are in place.
- Ensures information about SEND children is collected, recorded and updated.
- Takes a lead in assessing children's strengths and weaknesses.
- In discussion with colleagues, plans for the future support of the child.
- Monitors and reviews action taken.
- Ensures appropriate records are kept.
- Ensures parent/carers are kept informed of the action taken to help the child and the outcome of the action.

The Pre-school operates a key-person system in order to best meet the needs of individual children. Our key-worker system ensures that each adult is especially responsible for a number of children each day so each child receives plenty of adult time and attention.

The key person also ensures planning is differentiated to meet the needs of children within his/her group, developing the curriculum to account for the needs of each child within the group and recording observations and assessments appropriately for the SEND file.

The SENCO is responsible for writing the IEPs and setting appropriate targets with the support of the key-worker and in conjunction with parents/carers. They also ensure that if necessary a behaviour management plan is written and

put into place where a child's behaviour poses a risk to themselves or others in the Pre-school. As part of their responsibilities parents/carers are encouraged to keep staff informed about issues that may affect their child.

Process for Identification

This follows a graduated approach as required by the Children's and families act 2014.

- By daily observations and recording by individual staff members/key-workers about the children for whom they have responsibility identifying areas of development which may be delayed.
- By parents/carers expressing concern about their child's development and being given an opportunity to discuss how the staff can best support their child and the process that support will take.
- By taking account of needs identified by other professionals and working partnerships with these professionals and parents/carers to meet the child's need.
- Where concerns are raised by other staff members, highlight concerns about a child at a staff meeting.
- Where a child expresses their own concerns about not being able to achieve in particular areas.
- Where records from previous settings indicate a child has experienced a special educational need.

Identification of SEND is an on-going flexible procedure, which can be undertaken when a child's needs become apparent.

Two Year Check Review

When a child is aged between two and three, a 'Two Year Check Review' takes place. Parents are provided with a short summary of their child's progress in the prime areas, communication and language, physical development and personal, social and emotional development. This progress check identifies the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEND) we develop a targeted plan to support the child, involving other professionals such as, the setting's SENCO or the Area SENCO, as appropriate. The summary will highlight areas where good progress is being made, where some additional support may be needed or if there is an indication that the child may have SEND. Parents will be given an opportunity to read and add to any comments.

Planning

The SENCO will discuss the child's needs with the parent/carer and with permission discuss this information with external agencies.

- The SENCO will ask an external agency to assess the child to confirm the child has a delayed development.
- The curriculum will be differentiated to accommodate the child's needs.
- Individual key-workers in liaison with the SENCO and external agencies (portage) will devise an ILDP.
- IEDP targets will be written in conjunction with parents/carers to monitor the child's rate of progress. These IEDPs will provide opportunities to work on a daily basis to support areas of need and evaluate progress against targets set. IEDP targets will be assessed weekly and reviewed termly.
- Where parents do not give permission for intervention the Pre-school will continue to sensitively support the child while maintaining an open relationship with parents.

Resourcing

- The Pre-school releases the SENCO for 1 hour a week to devote to SEND work.
- Training in SEND is prioritised by the Pre-school. All staff are expected to attend basic Code of Practice initial training after which SENCO staff are then prioritised for additional training as it may arise.
- The SENCO will be given time at each staff meeting to provide in service training for other staff. Topics for training will be established with the pre-school manager and with advice other professionals.
- Equipment is reviewed each term and more often if necessary to ensure that it is adequate to meet the needs of all children.
- The Pre-school allocates funds towards the purchase of additional equipment as necessary and makes reasonable adjustments [where funds allow].

Partnerships with Parents

At The Pre-school we recognise that parents know their children best and have a critical role to play in their child's education. We believe parents should be treated as partners and empower them to:

- Play an active role in their child's education by having an opportunity to express their opinions and having their opinions valued.
- Have their child's difficulties identified early with appropriate intervention to meet those needs.
- Have a real say in how their child is educated by being consulted on ILDP targets and being fully informed of their child's progress.
- Have access to information, advice and support during their child's assessment and any related decision-making process about intervention and support.
- Have their child's strengths recognised as well as any additional need.

In order to communicate most effectively with parents we:

- Maintain a positive and supportive attitude to our parents at all times.
- Ensure the SEND policy is available to all parents.
- Set meeting times with parents/carers whose children are on the SEND register, giving them an opportunity to discuss their child's progress on a regular basis, including termly when ILDP targets are set or reviewed.
- Ensure that parents are aware of any procedures that may be involved in the SEND process and are given any documents prepared by the Pre-school in advance of any meeting that may be held.
- Inform parents at all stages of intervention.

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