



St Lawrence Pre-School (North Wingfield)

## **Supporting Children with Special Educational Needs and Disabilities (SEND) Policy**

We provide an environment in which all children, including those with Special Educational Needs and Disabilities are supported to reach their full potential.

The setting is committed to the early identification of children with Special Educational Needs and Disabilities and to adopting clear and open procedures which are outlined in this policy.

Marie Hopkins is our Special Education Needs and disabilities Co-ordinator (SENDCo) and has a level 3 qualification in supporting children with SEND. The SENDCo co-ordinates the Special Educational Needs provision within our setting. The SENDCo liaises with relevant outside agencies and keeps up to date appropriate records of all children who require extra support.

Marie is approachable at any time if you would like to discuss any concerns regarding your child. If concerns are raised within pre-school about a child, who may require extra support, then the SENDCo or child's key person would share these with parent/carer so that, together, we can achieve the best possible outcomes for your child.

The daily provision for children with special educational needs and disabilities is a whole setting approach. Staff will attend specialist training if required to meet the needs of children within setting.

Early identification of children with a possible special educational need or disability is made either by staff, information from other childcare provisions, concerns from parents or other external agencies.

The Pre-School follows the stages set out in the revised SEND Code of Practice. This identifies the support the child receives and clarifies who is responsible for the additional provision that is needed to support the child's progress.

The observation and record keeping structure we have in place, in conjunction with parents, enables us to monitor children's needs and progress on an individual basis. Children's records are kept in a SEND learning journey, this journey will move through to school or other settings with the child.

We ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education.

When a child is aged between two and three years, your child's key person will carry out a two year progress check which will provide a short written summary of your child's development and identify any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, your child's key person and the SENDCO will develop a targeted play plan to support your child's learning and development.

We use a graduated response system for identifying, assessing and responding to children's special educational needs.

A play plan may be put in place for your child, this will have targeted play based interventions that we will complete with your child. You will also be able to complete these at home to ensure continuity for the child and a working partnership with the parent/carer.

Play plans are monitored and evaluated regularly. Parents will be invited to attend a meeting (in person or over the telephone/virtual) to discuss their child's progress. Provision for extra support is made within the resources of the Pre-School. Parents will also be offered an activity to complete with their child at home, ensuring Pre-School and parents/carers work in partnership.

This is reviewed on a assess, plan, do, review cycle. If we feel it is appropriate we will ask for parental permission to refer to an outside agency (i.e. speech and language therapist, physical impairment team, Early Years SEN service)

We may also apply for Early Years Inclusion Funding, this is funding provided by Derbyshire County Council to enable us to support the child's needs with a 1:1 support. This funding is on a needs basis and will be different for each child. This funding is allocated for 6 months, we can then re apply if we feel it is necessary. When a child leaves to attend school, we will liaise with the school to set targets together. The additional funding will then stay with the child until the end of Autumn term 1.

You will be kept up to date with your child's progress and next steps at all stages of the assess, plan, do, review cycle.

A parent/setting/professional may feel the child requires a Education Health Care plan (EHC). A request for a Education Health Care plan needs assessment will be made.

The local authority will then look at the evidence submitted. If the Local Authority decides that there is sufficient need for the EHC plan, further evidence is collected by the Pre-School. The SENCO in consultation with the staff, parents, and outside specialists will write a full assessment. The LEA considers the need for an EHC Plan and if appropriate, makes a plan and arranges, monitors and reviews the provision. Extra provision within the setting is then made to meet the requirements of the child's Education Health and Care Plan.

To provide a fully inclusive and supportive environment for children with special educational needs and disabilities, Pre-School works closely with external agencies. Agencies are called upon when support is required for a specific need. The Pre-School also works closely with agencies when information is requested to support a child. At present the agencies we use include:

- Speech and Language Therapy (SLT)
- Educational Psychologist
- Health Visitors (to provide consistency between health, care and education)
- Pre-School Support Service/Teacher
- Physiotherapist
- Specialist Support for Hearing Impaired.

If at any stage during the review process it is felt that extra support is required, the Early Help Assessment may need to be followed. The Early Help Assessment is a process intended to help parents and everyone involved with the child, such as Pre-School staff and health visitors, work together to support the child and to identify extra support if needed.

See also our policies on Equal Opportunities and Behaviour Management.

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