



Special Educational Needs and Disability (SEND)

We are committed to providing an environment where all children are valued and supported to reach their full potential and achieve the best possible outcomes. We follow the principles and procedures of the Special Educational Needs Code of Practice (2014) and have regard for the Equality Act 2010 and the Disability and Discrimination Act 2004 (DDA).

Admissions

- We are an inclusive setting welcoming children with SEND.
- We meet the parents of a child with SEND before they start to discuss and assess the child's individual needs and how we can best support them.
- We undertake a risk assessment and make changes and adaptations to our environment, resources and staffing and liaise with other settings/external agencies as necessary. Staff may undertake additional training to support a child's needs.
- We recognise that a child with SEND may be more vulnerable and we review our safeguarding procedures taking into account their individual needs.
- We operate a key person system and a key person will be allocated to the child and their family and work together with parents to settle their child in to the setting.

A Graduated Approach

- All children attending Pre-School are observed and assessed during sessions by staff.
- Parents are kept informed of their child's progress.
- If a child is with us between the ages of two and three we complete a Two Year Progress Check, in conjunction with parents, which will identify their strengths and highlight any areas of concern. This Progress Check is shared with parents, who will then be able to show it to their child's Health Visitor, as part of their integrated review.
- If we have concerns about a child, we approach parents with sensitivity, explaining our concerns and between us deciding on a course of action.

- We recognise that a delay in learning and development may or may not indicate that a child has SEN (a learning difficulty or disability that calls for special educational provision).
- We use a graduated approach to supporting a child with SEND with four stages of action: Assess, Plan, Do and Review.

Assess - A child's difficulties are assessed so that we can provide the right support for them. This assessment will include asking parents for their views. This assessment is regularly reviewed and other professionals, such as a speech and language therapist or educational psychologist, may be contacted for further assessment and advice.

Plan - We meet with parents and, if appropriate, professionals involved with the child to discuss and agree a Targeted Plan detailing how we would like the child to benefit from our support, what we are going to do to support the child and when we are going to review it. We may work with the child's parents to do a one page profile of their child to capture all the important information about them and how they can best be supported.

Do - The child's key person, with support from the SENCO, puts the Targeted Plan into place. The key person, SENCO and any professionals involved work closely together to track the child's progress.

Review - We review the child's progress with parents and any involved professionals and decide together if the support is having a positive impact and if anything needs to be changed.

SEND Support Plan

A child on a Targeted Plan may require a SEND Support Plan and this would be drawn up in consultation with parents and all those involved with the child. A SEND Support plan is a working document which brings together all the information and reports about the child's needs so they can be better supported.

Education, Health and Care (EHC) Plan

If a child has significant and complex special educational needs we may request, in consultation with the child's parents, an Education, Health and Care (EHC) needs assessment from the local authority. If the assessment determines it is necessary, the local authority will draw up an EHC plan.

Partnership with Parents

- We respect and are supportive of parents' wishes. Parents are supported in playing an active role in their children's care and education.
- Parents' knowledge and experience is valued and we encourage them to share information with us to support their child's individual needs.

- Parents' permission is gained before contacting professionals or agencies outside the setting.
- Parents are kept informed of their child's progress and we strive to be flexible when arranging meetings and discussions.
- Information about children with SEND is treated confidentially and if it needs to be shared with staff to support the child we do so with sensitivity; only sharing information with those who need it.
- We strive to support parents sensitively and in a way that suits them best.
- We direct parents to further information and support groups.
- We provide accessible information about SEND and our SEND procedures through leaflets, visible policies, newsletter articles and information on our website.

Resources and Training

- We operate from a fully accessible, single storey building with ramped access and no steps. We have a wide hallway and large main room with low level access and resources.
- Our wide range of adaptable resources can be used by children of differing abilities and staff sensitively differentiate activities to meet the needs of individual children.
- We offer a variety of tactile and sensory experiences such as sand and water play, play dough, musical instruments and tactile books.
- We maintain a high ratio of adults to children enabling us to offer additional support to individual children where needed. We seek funding to employ additional support if it is necessary.
- Our SENCO has received local authority SEND training and attends area SENCO meetings to share good practice and keep up to date with SEND issues.
- We are supported by an Area SENCO who provides advice and support.
- We have a member of staff trained in Makaton and staff attend additional specialised training to support a child's needs where required.

The Role of the Special Educational Needs Coordinator (SENCO)

- Liaise with staff, parents and other professionals to decide which children need help and what to do about it.
- Monitor, record and evaluate the children's progress and ensure records are collated and updated.
- Support staff in providing or adapting activities so that children with SEND can join in and progress.
- Ensure individual arrangements (e.g. a Targeted Plan) are being followed by all those working with the child.

- Coordinate liaison between parents, other professionals, health visitors and specialist services within education.
- In conjunction with the Managers, monitor and review our SEND policy, practice and provision and, if necessary, make adjustments.

Transitions

- We discuss the transition with parents and decide together how to best support the move.
- We work with settings and professionals to support a SEND child's transitions (to our setting/to another setting/onto school).
- When a child with SEND leaves us to attend another setting or to go to school, we share records and information which will help the child and staff at the new setting.
- We arrange transition meetings between settings, staff and the child's parents and support the child's transition with visits with their key person if this is appropriate.

Local Offer

We provide information on our provision for children with SEND on Leicestershire's Local Offer (www.leicestershire.gov.uk/local_offer). The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care.

Complaints

- In the first instance, we hope parents feel able to bring any issue they have to their key person or a Manager. Complaints about our SEND provision can be made using the procedures set out in our Complaints policy.
- Parents can contact the SEND Information Advice & Support Service (SENDIASS), a confidential and impartial service that supports families who have children with SEND (Tel: 0116 3055614) for advice and guidance.

In addition to our SEND policy, the following policies and procedures support all children to reach their full potential: Confidentiality / Equality & Diversity / Health & Safety / Illness / Key Person / Medication / Partnership with Parents / Physical Activity / Safeguarding Children.