

Special Educational Needs and Disabilities Policy

Introduction

This policy document is a statement of the aims, practices, and strategies we have agreed at Windsor Kindergarten to ensure the effective and efficient provision for children with special educational needs and disabilities (SEND). It considers the Equality Act 2010, 'The statutory framework' for the EYFS and The Special Educational Needs and Disability regulations 2014. The new Code of Practice takes its principles from the 'Children and Families act 2014'.

The Definition

Children have Special Educational Needs if they have a learning difficulty or physical disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

1. have significantly greater difficulty in learning than the majority of children of the same age, or
2. have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local educational authority.
3. are under compulsory school age and fall within the definition at 1) or 2) above and would do so if special educational provision were not made for them.

Children must not be regarded as having a learning difficulty solely because the language in their home is different from the language in which they will be taught.

Special Educational Provision means:

1. For children of two or above, educational provision which is additional to, or otherwise different from, the educational provision made for children of their age in schools maintained by the LEA, other than special schools in the area.
2. For children under two, educational provision of any kind.

SEND Code of Practice (2014)

Our Aims

We aim to identify at the earliest opportunity all children who need special consideration to support their physical, sensory, emotional, communication or cognitive development. We will use Code of Practice 2014 (updated 30th April 2020) procedures for identifying, assessing, and making provision for pupils with special educational needs.

We aim to ensure that these children are given appropriate support to allow every child full access to the Early Years Curriculum in a positive framework.

We aim to ensure that these children are fully included in all activities in order to promote the highest level of achievement.

We will listen to and involve parents, pupils, and where appropriate outside agencies on a regular basis in developing a partnership of continued support, enabling them to have full confidence in the strategy as adopted by the pre-school.

We have a commitment to inclusion and a partnership approach to provision. See attached statement.

Coordinating and Managing Provision

The Key Person remains responsible for working with their own key children on a daily basis, with support from the SEN Coordinator (SENCo). The SENCo is responsible for:

- The daily implementation of the SEND policy
- Liaising with and advising the team on SEND matters.
- Coordinating the provision for children with SEN
- Overseeing the records of all children with SEN
- Ensuring that appropriate 'Individual Learning Plan' are in place.
- Contributing to the in-service training of the team members
- Liaison with parents and external agencies including the LEA's support services, Health and Social Services and Voluntary bodies.
- Supporting parents and ensuring they are informed of every aspect of their child's learning support.
- Information included in the Boroughs 'Local Offer.'
- Making parents aware of how to access this.

Identification, Assessment and Review

This follows a graduated approach as required by the 2014 SEND Code of Practice, which is set out in four stages of action; Assess, Plan, Do and Review. The support also includes the planning and preparing for 'Transition,' before a child moves into another setting or school.

Initial Concerns

Parents or other agencies may inform us of concerns about a child's development. Team members may also become aware that a child is experiencing difficulties through our observations and monitoring. Many early concerns respond to the general strategies that we use to help children with their learning. If a child does not make progress despite this support, further action is indicated.

SEND in the Early Years (SEND Support)

All early year providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents, keeping them informed at all stages. In addition, the 'Early Years Outcomes' (which is non-

statutory) is an aid for practitioners, including child minders, nurseries, and others such as inspectors, to help them to understand the outcomes they should be working towards.

Some children need support for SEN and disabilities at home or in informal settings before, as well as the support they receive from an early year's provider. Provision for children who need such support should form part of the local joint commissioning arrangements and be included in the 'Local Offer.'

Early years practitioners are expected to carry out 'Progress Check' on children aged between two and three years of age. This reviews progress and provides parents with a short-written summary of their child's development, focusing in particular on communication and language, physical development, and personal, social, and emotional development.

Statutory Assessment and Statements of Special Educational Needs and Disabilities

A small minority of pupils who have significant difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If the LEA decides that the issuing of an Education and Health Care Plan (EHC) is necessary, then the pupil's SEND and provision will be summarised in the EHC document. This will need to be reviewed annually. The setting undertakes to carry out the specific requirements as outlined in the statement of SEND.

Parents are kept informed at all stages of intervention. This partnership and the exchange of information with external agencies are particularly important in order that the needs of children with SEND are met effectively.

A 'Individual Learning Plan' contains planning for the child, which is additional to or different from, the standard provision and includes:

- Short-term strategies are set for the child.
- Teaching strategies
- The provision to be put in place.
- When/how the plan is to be reviewed
- The outcome of the action taken
- The use of a home/school diary in some individual cases as a valuable way of sharing information. (Keeping parents involved in the support and sharing of information at home).

The ILP will be reviewed at least half termly with parents and, if appropriate, the child and outside agencies.

Access Arrangements

Windsor Kindergarten has good access for wheelchair users and those with mobility problems. Our bathroom facilities are designed for use by those in wheelchairs. The admissions of children with disabilities includes liaising with parents and other professionals

to meet individual children's needs. We practice Equal Opportunities for children with disabilities.

Concerns, Complaints, Further Advice

Any concerns regarding the SEND Policy or the provision made for children with special educational needs should be addressed in the first instance to the key worker. If parents need further advice, they are welcome to arrange a meeting with the SENCo. If they are still not satisfied that their concerns are being addressed, they should make an appointment to see the Managers. Individual Learning Plans for children are kept securely in the office.

Independent advice is available from the National Parent Partnership Network (NPPN). The local point of contact for this organisation is The Croft Centre, 16 Windham Road, Richmond TW9 2HP. Telephone number 020 8547 6200 (Mon, Wed, Fri, term time only 9-5). Email: children@enhanceable.org. Area SENCo for Richmond Borough is Rob Dembrey, who works with our Early Years Team.

The Disability Rights Commission provides a range of information and guidance on the Disability Discrimination Act. This organisation would be able to advise if the concern relates to an issue of the possible discrimination of a disabled child.

Team Development

The team attend up to date SEND courses, which are of interest and have a particular bearing on the children they are supporting. These also enable staff to develop particular skills e.g., learning Makaton. The SENCo designated person/s attends all of the SEND networking information courses provided by the borough.

Partnership With Parents

We aim to promote a partnership with parents. We will do this through:

- Ensuring all parents are made aware of the arrangements of SEND, including the opportunities for meetings between parents and SENCo.
- Involving parents as soon as concerns are raised.
- Providing access to the SENCo and Key Person to discuss the child's needs and approaches to address them using an Individual Learning Plan or other strategy.
- Supporting parents understanding of external agency advice and support, along with the Local Authorities 'Local Offer.'
- Sharing of additional relative information and continuing with any specific areas outlined by other agencies e.g., speech and language or occupational therapy.
- Undertaking 'Reviews' for children with 'EHC Plans' and 'Targeted Plans' of SEND.



Links With Other Settings, Schools, and External Agencies

We will ensure that, with parents' consent, individual records including Individual Learning Plans are passed on when the child starts school or another setting to ensure a smooth transfer for children. We invite class teachers into our setting, and where possible school SENCOs in to visit the child before they leave us to begin getting to know the child whilst they are comfortable in a familiar setting.

With parents' consent, we will liaise with all the other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements for transition.

Confidentiality (also see confidentiality policy)

Our work with children and families will sometimes bring us into contact with confidential information. To ensure that all those working here can do so with confidence, we will respect confidentiality in the following ways:

- Parents will have ready access to the files and records of their own children but will not have access to information about any other child.
- The team will not discuss individual children, other than for the purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- Information given by parents/carers to the manager/SENCo, or key person will not be passed on to other adults beyond the setting, without permission.

Policy reviewed October 2023