

Supporting children with special educational needs

Policy statement

Bunyan preschool provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (SEND Code of Practice, 2015).

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them 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 authority

Aims

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We support children with appropriate resources and interventions to ensure that they have full and free access to the same broad, balanced curriculum as all children, in the context of the preschool setting.

The role of SENDCO

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENDCO) and give his/her name to parents. Our SENDCO is: **Mihaela Yasir**

The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Ensuring all practitioners understand their responsibilities to children with SEND and the school's approach to identifying and meeting SEND.
- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.

- Advising and supporting colleagues.
- Using provision and support effectively to ensure that the curriculum is differentiated where necessary.
- Setting appropriate individual targets (IEP) that motivate pupils to do their best, and celebrating achievements at all levels.
- Ensuring parents/carers are closely involved throughout and that their insight informs action taken by the school.
- Liaising with professionals or agencies beyond the preschool.
- Attending trainings to remain up-to-date with policy and procedure.
- To meet children needs effectively.
- Liaising with parents/carers of pupils with SEND.
- Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Ensuring that the preschool keeps the records of all pupils with SEND up-to-date.

General Procedures

- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEND support to ensure early identification of children with SEND.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes
- When appropriate, we take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disabilities Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs and Disabilities Policy and the procedures for identifying, assessing and making provision for children with SEND.

- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Partnership with Parents/carers

- Working effectively with all other agencies supporting children and their parents/carers.
- Giving parents/carers opportunities to play an active and valued role in their child's education.
- Making parents/carers feel welcome.
- Encouraging parents/carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need, allowing parents/carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEND, involving parents/carers in the drawing-up and monitoring progress against these targets.
- Keeping parents/carers informed and giving support during assessment and any related decision-making process.
- Making parents/carers aware of sources of information, advice and support; providing all information in an accessible way for parents/carers with English as an Additional Language.
- Parents/carers are consulted at a variety of times during the year

Involvement of Children

- The SEND children attending our school are aged 2-4 years so consulting with them to seek their views about how we are meeting their needs has to be age appropriate, especially when many often have communication difficulties.
- We use the following strategies:
- Have regular meetings and discussions with parents/carers about what we have planned for their child and how to link this with interests and passions demonstrated at home.

- Make close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning.
- Extend any resources that they show a preference for.
- Most importantly, ensure the children with SEND are happy, motivated and make expected levels of progress throughout their time in school.

Graduated approach to identifying if a child requires SEND Support

All of our children's needs are identified and met as early as possible through:

- Observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review).
- Listening to and following up parental concerns.
- Listening to and taking into account the child's views, wishes and feelings.
- The analysis of data including baseline assessments linked to the EYFS to track individual children's progress over time.
- Reviewing and improving staff understanding of a wide range of needs and effective strategies to meet those needs.
- Liaison with schools and other settings on end of year transfer.
- Exchanging information from other services across education, health, care and the voluntary sector.
- Data on progress is stored and analysed. Children need are discussed and decisions are taken as to which intervention is needed

Individual Education Plan (IEP)

IEPs are working documents and are reviewed as an ongoing process, but are formally reviewed termly.

- Strategies to help children make progress are recorded on Individual Education Plans, (IEPs)
- Parents have direct involvement in the review process
- Parents have opportunity to share their views
- Parents are invited to contribute towards their child's new targets.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2021)
- Working Together to Safeguard Children (DfE 2018)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years (2015)

Bunyan Preschool