

2.5 Supporting S.E.N.D

Policy

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

- We have regard for the Special Educational Needs and Disability Code of Practice (2015).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs at the earliest opportunity and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

As a childcare provider we must have arrangements in place to support children with SEN or disabilities. These arrangements include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children. All of our workforce that work with young children are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves. As an early years provider we provide information for parents on how they support children with SEN and disabilities, and should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities. As a provider we work in partnership with other local education providers to explore how different types of need can be met most effectively.

Local Offer

Here at Early Learners we have a local offer which can be accessed through the local authority. This document sets out information about provision for children and young people who can support SEN or disabled children, including those who do not have Education, Health and Care (EHC) plans.

The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the available provision and how to access it,
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

The Local Offer must include, amongst other information, the following:

- ☑ provider details.
- ☑ the range of special educational provision for children and young people with SEN or disabilities. How we will support the child.
- ☑ arrangements for actioning initial and ongoing concerns, including resolving disagreements and details about making complaints. Identifying our point of contact / SEND co-ordinator.
- ☑ specialist services and expertise that is available at or accessed by our setting.
- ☑ arrangements for accessibility and travel to and from early years providers.
- ☑ support to help children and young people move between phases of education (for example from early years to school, from primary to secondary).
- ☑ How are the resources allocated.
- ☑ How is the decision made about what type and how much support my child will receive.

From birth to two – early identification

Parents' early observations of their child are crucial. Children with more complex developmental and sensory needs may be identified at birth.

During your baby's reviews your health visitor will discuss your baby's health and development and ask if you have any concerns. Health assessments, such as the hearing screening test, which is used to check the hearing of all new-born babies, enable very early identification of a range of medical and physical difficulties.

Health services, including paediatricians, the family's general practitioner, and health visitors, should work with the family, support them to understand their child's needs and help them to access what early support they may access.

This support can take a number of forms, including:

- specialist support from health visitors, educational psychologists, speech and language therapists or specialist teachers, such as a teacher of the deaf or vision impaired. These specialists may visit families at home to provide practical support, answering questions and clarifying needs.
- training for parents in using early learning programmes to promote play, communication and language development.
- home-based programmes, such as Portage, which offer a carefully structured system to help parents support their child's early learning and development.

Further support and information can be found on the NHS website:





Health & Progress Check at age 2

- A child will have a health and progress check at 2-years-old.
- This is usually completed by a nursery nurse and/or health visitor, and may happen at the child's home, baby clinic or the children's centre. If the child is registered at our setting, the review may be completed internally. The keyworker will share information with a local health visitor.
- We ask that parents are present when completing a progress check. The child's key worker 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.
- This progress check must identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners should develop a targeted plan to support the child, involving other professionals such as, for example, the setting's SENCO or the Area SENCO, as appropriate.

The summary must highlight areas where:

- good progress is being made. Overview of general development, including movement, speech, social skills, behaviour, and hearing and vision.
- some additional support might be needed.
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability).

The summary must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check will be undertaken in the setting where the child has spent most time.

Assessment at the end of the EYFS – the EYFS profile

The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. A profile is usually completed for children in the final term of the reception year. It is particularly helpful for children with SEN and should inform plans for future learning and identify any additional needs for support.

Free Early Education (F.E.E)

When securing funded free early education (F.E.E) for two-, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN. This includes removing barriers that prevent children accessing early education and working with parents to give each child support to fulfil their potential. Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area.

Identifying SEND

In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs.

From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any casual factors such as an underlying learning or communication difficulties. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Designated people

Our SENDCO Supervisors (senior members of staff) who support in co-ordinating SEND are:

Our SENDCO (the Manager) who leads SEND is:

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Our Area SENDCO (the Area Manager) who oversees SEND is:

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Our Local Authority SENDCO (the council) who oversees SEND is:

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The role of the SENCO (The Manager) involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
 - advising and supporting colleagues.
 - ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
 - liaising with professionals or agencies beyond the setting.
- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND needs is the responsibility of all members of the setting.
 - We ensure that our inclusive admissions practice ensures equality of access and opportunity.
 - We use the graduated approach system for identifying, assessing and responding to children's special educational needs.

- We work closely with the 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 children's education.
- We provide parents with information to sources independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
- We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) or local alternatives, for example, Early Help Assessment.
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
- We will endeavour to the best of our ability to provide resources (human and financial) to implement our SEND Policy.
- We will apply for support and funding from the local authority to ensure financial sustainability measures are met.
- We ensure that all our staff are aware of our SEND Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- 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 concerns and complaints procedure.
- We monitor and review our policy regularly.

The role of the Area SENCO (Area Manager) involves:

- providing advice and practical support to SENDCO's (the Manager) about approaches to identification, assessment and intervention within the SEN Code of Practice.
- providing day-to-day support in ensuring arrangements (human or financial) are met and in place to support children with SEN strengthening the links between the settings, parents, schools, social care and health services.
- developing and disseminating good practice.
- supporting the development and delivery of training both for individual settings and on a wider basis.
- developing links with existing SENCO networks to support smooth transitions to nursery and reception classes.
- informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years.
- acting as a mediator, a chair or lead in particular cases.

The role Local Authority Area SENCO involves:

- assigning Area SENCOs to provide advice and guidance to early years providers on the development of inclusive early learning environments.
- offering resources or training to meet a particular need.
- playing an important part in planning for children with SEND to transfer between early years provision and schools.

Education, health and care needs assessments and Plans (EHC Plan)

- The purpose of an EHC plan is to make special educational provision to meet the SEND needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.
- We have a duty to co-operate with local authorities in carrying out needs assessments for children, and in the development and review of EHC plans.
- We also have a duty to admit a child to the early years setting if it is named in their EHC plan and to provide the educational support specified in the plan.
- The EHC plan should specify the special educational provision required for the child in order to ensure it meets their needs and will help them to achieve their desired outcomes. The local authority has a duty to make sure this support is provided. The early years provider will have been involved in the development or review of the EHC plan to determine what can be provided from within the setting's own resources and what will require additional external expertise or further funding from the local authority.
- Some of the provision specified may be procured by the child's parent or the young person using a Personal Budget, including by a direct payment. Where a direct payment is to be used to deliver provision on the premises of the early years provider, the local authority must seek the agreement of the provider for this arrangement through a formal written notice.
- To achieve a EHC Plan, local authorities use the information from the assessment to:
 - establish and record the views, interests and aspirations of the parents and child or young person.
 - provide a full description of the child or young person's special educational needs and any health and social care needs.
 - establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
 - specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

EHC Review

- Local authorities have a duty to review EHC plans as a minimum every twelve months, and we co-operate in these reviews. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan and must also consider whether these outcomes and supporting targets remain appropriate.
- The local authority can request (but not require) an early years setting to convene and hold the review meeting on their behalf. In most cases, reviews should normally be held at the educational institution attended by the child or young person. Reviews are generally most effective when led by the educational institution. They know the child best, will have the closest contact with them and their family and will have the clearest information about progress and next steps. Reviews led by the educational institution will engender the greatest confidence with the child and their family.
- The child's parents, a representative of the early years setting, a local authority SEN officer, a health service representative and a local authority social care representative must be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited.

Transfer between phases of education

- An EHC plan must be reviewed and amended in sufficient time prior to a child moving between key phases of education, such as from an early years provider to school, to allow for planning for and, where necessary, commissioning of support and provision at the new institution. The review and any amendments must be completed in the calendar year of the transfer at the latest for transfers into or between schools.

Funding for SEN support

- Local authorities must ensure that all providers delivering funded early education places meet the needs of children with SEN and disabled children. In order to do this local authorities should make sure funding arrangements for early education reflect the need to provide suitable support for these children.
- All children attend a taster session prior to commencing and an initial informal assessment and discussion with the parent is completed.
- Once the childcare place is available and the child is fully registered, (following our normal procedure) the setting will seek to secure the funded free early education (F.E.E) for two, three and four-year-olds.
- We promote equality and inclusion for children with disabilities or SEN. This includes removing barriers that prevent children accessing early education and working with parents to give each child support to fulfil their potential.
- Where initial assessment by the setting indicates that additional support and/or specialist services is or maybe required, it is important that children receive it as quickly as possible. With the agreement of the parent, the settings SENDCO will seek support from the local authority. The local authority must ensure that there are sufficient services and/or additional sources of funding arrangements available to meet the likely need. In order to do this, local authorities should make sure funding arrangements for early education reflect the need (human and financial) to provide suitable support for these children. An outcome on the local authority's decision is provided to the parent.
- When in receipt of said funding the SENDCO / Area SENDCO considers how best to use their resources to support the progress of children with SEN.

There are a number of additional sources of funding arrangements available that settings can use to support individual children and raise the quality of childcare that we offer. The following funding available, is subject to eligibility and assessed by Local authorities:

- Early years pupil premium (EYPP)
We (the setting) may be eligible for extra funding to help support your child. The following criteria must be met: <https://www.gov.uk/get-extra-early-years-funding>
This funding will be paid directly to us your provider. The parent cannot stipulate how said funds is spent.
- Disability access fund (DAF)
When providing a place for any 3 or 4-year-olds who receive disability living allowance (DLA), our setting is eligible to receive disability access funding.
- Special educational needs (SEN) inclusion fund
Every local authority must have a SEN inclusion fund to support early years providers in meeting the needs of individual children with SEN.
We speak to our local authority about how we may be able to access this fund, or we check with our local authority's 'local offer' to find out about the local SEN support available.
- If additional sources of funding arrangements are not granted or delayed, granted with local authority conditions by the local authority, then as a setting we must take immediate action to ensure the following:
 - work in partnership with parents to establish the support the child needs.
 - make and/or offer 'reasonable adjustments' to prevent a child from being put at substantial disadvantage.
- As an early years provider we will work alongside multiagency or alternative providers to support the child.
- As an early years provider we assess each case on an individual basis and consider how best to use our available resources (human and financial) to support children achieve their potential outcome to the best of our ability.

