

Green Shoots Pre-School

Special Educational Needs and Disability (SEND) Policy and Procedures

Statement

Green Shoots will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Aim

We aim to:

- Include every child regardless of any special needs or disabilities they may have, ensuring they have a positive experience and are able to share equal opportunities within an inclusive environment
- Have a shared philosophy regarding children with SEND
- Value and acknowledge children's individuality and help them feel good about themselves
- Seek information from parents about the child's routines, likes and dislikes
- Adapt activities to allow all children to take part
- Make sure all staff are aware of each individual child's needs to give consistency and continuity of care
- Encourage children's confidence and independence
- Raise other children's awareness of disability and special needs
- Work closely with parents and carers to gather information about each child and to support their progress at home and pre-school
- Consider any risk factors and make sure there is specialist equipment if needed
- Make suitable arrangements for outings
- Have regard for the Disability Discrimination Act (DDA) requirements
- Work with other agencies to appropriately support children
- Ensure there is equal access (admission) to Green Shoots, irrespective of special needs
- Meet the requirements of the Code of Practice for the identification and assessment of Special Educational Needs and Disability (SEND)

Responsibilities

Judy Scott has overall responsibility for Special Educational Needs and Disabilities, She is the named coordinator (SENCO). It is the responsibility of all practitioners to use their knowledge of the Early Years Foundation Stage and children's development to review children's progress and use tools and observations to highlight any areas of concern. The SENCO is responsible for ensuring practitioners are kept up to date with training, information about new legislation and any other aspects of SEND. The SENCO is also

responsible for ensuring that the correct procedures are followed with regards to identifying and assessing SEND to ensure children's needs are met and supported. The SENCO must have good knowledge of the Code of Practice (CoP) for identification and assessment of special educational needs and take pro-active steps to develop partnerships with parents and carers, other professionals and agencies. Practitioners must maintain records on their key children and liaise with the pre-school leader/SENCO for children with special needs or those children about whom they have concerns. The setting will use the links with BANES Early Years Team and the Family Information Service to seek information about financial support and make referrals for children with additional and special needs.

Procedures

Admissions

All admissions are booked in from the waiting list, and places and sessions are allocated from the top to the bottom of the waiting list. Any child can join the waiting list irrespective of race, gender, belief, medical needs, special needs and/or disability. The admission meeting is held in the side room where parents/carers can sit, have a hot/cold drink and observe their child settling in the main room (the door can be closed and toys brought in for confidentiality). A senior practitioner will gather information (following a set document) and record all details on the admission form. There are opportunities for parents to express any concerns about their child's development and share any involvement from other professionals.

Health and Care Plans

It may be that during admissions, parents and the practitioner plan to complete a Health and Care plan which is designed to give consistency and continuity of care and builds on a partnership with parents. This could be used for any behavioural, emotional, physical, and/or medical needs.

One-Page Profiles

All children with SEND will benefit from a one page profile. It is a summary of what matters to the child and family and the best way to support the child. It is a starting point to build and develop a person centred way of working and puts the child at the centre of all discussions. It can grow and develop over time and needs to reflect current thinking of all involved with the child.

SEND Support Record

This document supports the setting to record the reasonable adjustments and SEND Support that are put in place for the child. It includes a Targeted Outcomes Plan and Inclusion Plan

Targeted Outcomes Plan

If there are concerns regarding one area of a child's development, such as speech and language, a Targeted Outcomes Plan (TOP) can be formed where appropriate and achievable targets can be set (both parent and practitioner input) and use the TOP targets

to help to develop the child's skills in that particular area of their development. The Targeted Outcomes Plans should be in place for all children who need SEND support. They are based upon the child's long term aspirations/outcomes and short term targets using specialist advice. These are reviewed in six-week blocks and are designed so that staff can evaluate if the 'early intervention' is supporting the child to make progress.

My Plan

A 'MyPlan' is BANES's Single Support Plan for children in Early Years Settings with SEND. The purpose is for the family and setting to have a plan in place to meet the child's Special Educational Needs. A 'My Plan' should develop on from the One Page Profile and continue the person centred working approach. These are reviewed every six months or earlier as appropriate.

Early Help Assessment

If the child has more than one area of their development that parents/carers are concerned about, an Early Help Assessment can be completed. An Early Help Assessment is designed to collect information to build a bigger picture of the child's needs, history, family and environment. This is then used to refer to other professionals such as a Speech and Language Therapist, an Educational Psychologist, and a Paediatrician. Practitioners will provide parents with relevant information and links to the family information service, they will support families in completing an Early Help Assessment and continue this support when working with other professionals.

Request for Education, Health Care Needs Assessment (EHCNA)

This replaces the Statutory Assessment – Statement of SEN. Children will need to meet the criteria for an assessment to be carried out, the setting will need to show evidence that the support we give to a child (all of the above) is additional or different from that made generally for other children. It will combine all aspects of the child's SEND and puts forward a Request for support or specialist schooling/care.

Children's Development and Learning

The way in which we plan around children's needs and interests and the way we use progress charts for each child during their time at Green Shoots, ensures that even if there were no concerns raised during admissions, there is a system in place to help identify any children that might not be achieving and/or developing alongside their peers. At any time, after observation and consultation, parents and staff may agree to complete a health and care plan, an Early Help Assessment, and/or an TOP (as listed above). We endeavour to put the child and family at the centre of any processes regarding learning and development, working with other professionals, helping to understand what is happening and what the benefits are to the child and family.

Supporting children's behaviour (children who have Special Educational Needs/Disability/Additional Needs/English as an Additional language and/or Social Emotional Mental Health needs)

Every child is valued and welcome at Green Shoots. We are building a culture of 'can do' and understanding and accepting everyone as individuals who play and learn at different rates. Sometimes children with SEN, disability, additional needs may respond and act differently to our strategies. There may be unprovoked incidents, extreme behaviours or inappropriate language and those children need more support around positive behaviour. At Green Shoots we have high ratios of staff to ensure we can offer the additional support needed. There still can be times when we are offering 1:1 support and the practitioner is close by, when unprovoked incidents.

We are teaching all children about: being unique and learning/thinking in different ways; personal space 'circle of space' around all of us; using our words to help stop behaviour e.g. hand out "stop I don't like that"; moving away if another child is upset or angry; talking to an adult to let us know something has happened.

Our Positive Behaviour policy supports inclusion and supports all children, please read for more information about how we record incidents.

What to do if there are concerns about a child's development

In November, March and July parents and carers are invited to 'All About Me' Reviews with their child's key person. It is a time to share journals recording children's time in their pre-school years, their current interest at home and pre-school, to look at their learning and development, and to plan any next steps. Alongside this, staff complete 'progress charts' for every child in the setting. The progress checks are used by the staff and pre-school leader to help identify any children that are not achieving in areas of the Early Years Foundation Stage (EYFS) and to reflect on our provision. We do not test the children. We do however use the age and stage bands of the EYFS development matters document to assess whether a child is achieving below, in, above and/or across an age and stage band close to their own age. The following tools are used to help practitioners further understand any delay and help identify particular areas needing support.

Communication Profile – observation sheet focusing on communication

Communication Guide – age and stage descriptions of what to expect at different age ranges and also what attributes may highlight a child is having difficulties, written by the BANES Speech and Language Therapy Team

Tracking observation – observation sheets focusing on looking at where a child or children play in the pre-school in a time period and how long they use different areas

ABC Behaviour observation – observation sheet focusing on recording what is happening for a child before, during and after an unwanted behaviour takes place, i.e. pushing, not sharing.

Bubble time – one to one play with key person providing a narrative of the child’s chosen play i.e. “The train is going under the bridge, you are pushing it under, out it comes the other side!”

The Five Stage Approach

We use the following processes in turn to identify and support children with additional and special educational needs

- Observation/concern – parents and practitioners
- One Page Profile – a summary of the child’s aspirations and best ways to support
- Early Help Assessment – outside agencies are included in the assessment and support for early intervention
- Education, Health Care Needs Assessment (EHCNA) – all evidence is compiled to highlight a child’s needs and advice from all professionals with regards to what support systems need to be in place to support children to make progress in their learning and development, to access the environment and to have the best transition into their school years
- Education, Health Care Plan – The Local Education Authority (LEA) may decide that the degree of the child’s learning difficulty and the nature of the provision necessary to meet the child’s special educational needs is such as to require the LEA to determine the child’s special educational provision through a EHC plan.

Useful resources and websites

Special Educational Needs (SEN) A Guide for Parents and Carers reference SEN 050.

DFES publications centre : dfes@prolog.uk.com, tel: 0845 602 2260.

Special Educational Needs in Practice.

Information and publications about the Disability Discrimination Act: www.direct.gov.uk
‘Support and aspiration, a new approach to SEN and disability’ Green paper consultation 2011

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