

Tiggers Nursery

SENCO

Procedure

Name of person carrying out assessment: *Natasha Green*

Date reviewed: *September 2017*

To be reviewed: *September 2018*

Equality of opportunity - SEND (Special Education Needs and Disabilities) Policy

In line with the SEND Regulations (2014) this policy sets out how we at Tiggers implement best practice to ensure the highest possible care for children with SEND and their families.

Our aim is to be inclusive to all children and their families no matter what their level of ability is. We will work with you to put in place suitable plans to enhance your child's time with us.

In order to meet the needs of children and their families in our care we will co-ordinate our own input with that of other agencies as well as signposting parents or carers to others who may be able to support them – such as speech and language therapists, children's centre etc.

To achieve the best possible outcomes for children with SEND and their families we will aim to use timely intervention in order to encourage and promote every child to reach their highest potential.

One member of staff, Miss Sarah, is the designated Special Educational Needs Co-ordinator (SENCO'S) who is highly trained in all areas in order to implement support when needed.

Staff access regular training to improve knowledge and understanding around the issues of SEND, these include 1 day Setting SENCO, Educational Healthcare Planning, Looked after children/PEP training, various Autism awareness training, various speech and language courses,

We plan to further develop our service by continuing to maintain and develop links with other services as well as all staff improving their own knowledge through training courses.

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN 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

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is Sarah Lee.
- We ensure that the provision for children with special educational needs is the responsibility of all members of Tiggers.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with 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 on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transition arrangements to other settings and schools.
- We work very closely with the area Early Years Advisor.
- 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 Educational Health Care Plans (EHCPs) as well as behaviour plans, play plans, rewards (stickers, certificates etc), gaining information and support from other professionals and training and research for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Educational Health Care Plan reviews, staff and management meetings.
- We provide a complaints procedure.
- We monitor and review our policy annually.

ROLES AND RESPONSIBILITIES FOR THE SEND IN THE SETTING

- Liaising with Parents of the children with SEND
- The day to day operation of the special Educational Needs policy
- Annual review of the SEN policy
- In collaboration with the Head Teacher, take a key role in the strategic development of SEND policy/provision with the aim of raising the achievement of children's with SEND
- Support colleagues in the writing of reports on children with SEND
- Coordinating the provision for children with SEND
- Coordinating transition procedures for children with SEND
- Ensuring relevant background information about children with SEND is collected, recorded and kept up to date.
- Setting up, maintaining and overseeing SEND records for Early Years Action, Plus and statements.
- Ensuring EHCP's are appropriate and managing a cycle of EHCP planning and reviewing in accordance with the SEND policy in the setting.
- Support colleagues in the target setting and recording of EHCP's
- Planning future support for children with SEND through discussion with colleagues and subsequent monitoring/reviewing actions.
- Ensuring the views of the child are taken into consideration when decisions are made regarding them
- Attending and contributing to in-service training and cascading examples of good SEND practise.
- Liaising with Early Years development officers and external resources.
- Ensuring parents know about the local Parent Partnership Service
- Ensuring staff follow the SEND code of practice.
- Attending at least one day mandatory training per year
- To keep up to date with the local and national changes

LIASING WITH PARENTS

Partnership with parents plays a key role in promoting a culture of co-operation between parents, the school, LEA's and others. This is important in enabling children and young people with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their children's education. It is therefore essential that we and others work with parents and value the contribution they make. All parents of children with special educational needs should be treated as partners. They should be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Arrangements for Tiggers working with parents should be

- Scheduled meetings to discuss child's progress
- Opportunities to come and observe and/or work with child in the setting
- Informal opportunities to talk to staff
- How information is to be exchanged through written reports, opportunity to see records etc.
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- Availability of interpreting services.

Key principals in Liaising with parents.

- Positive attitudes to parents, user friendly information. All staff to understand the pressures a parent may be under because of the child's needs.
- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the children's strengths as well as areas of additional needs
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Recognise the need for flexibility in the timing and structure of meetings.

- It is important to always seek parental permission before referring a child to others for support.
- Respect the parents' wishes.
- Encourage the parents to play an active role in their children's education, and communicate regularly and alert us to any concerns they might have.

Parent's participation in assessment and reviews when a child is away from home is particularly important, because of the need to forward plan for when the child returns home.

TRANSITION TO ANOTHER SETTING

The Following are procedures for passing on information to the receiving setting. We will endeavour to;

- Have personal contact with the receiving setting
- Our SENCO will arrange a meeting before transition with the professionals involved with the child and the receiving school
- Plenty of telephone contact
- Support for parents at transition
- Child's report and SEN file passed to next provision

LIASING WITH OTHER PROFESSIONALS

We will continue to show commitment to our partnership with other agencies. We will endeavour to provide as much information regarding the child as possible. We will make time for meetings and discussions and plans to make good progression.

The established links will continue with;

- The local schools
- Voluntary Organisations
- Health Service
- Social services
- Early Years and Childcare Section

EDUCATIONAL HEALTH CARE PLANS

- TO RAISE ACHEIVEMENT OF CHILDREN WITH IDENTIFIED SPECIAL EDUCATIONAL NEEDS WORKING IN PARTNERSHIP WITH PARENTS/CARERS.

- EDUCATIONAL HEALTH CARE PLANS ARE WORKING DOCUMENTS THAT AID THE PRACTITIONER IN THEIR WORK WITH CHILDREN WHO HAVE SPECIAL EDUCATIONAL NEEDS

- TO PROMOTE CONSISTENCY ACROSS THE SETTING.

- TO HAVE CLEAR DOCUMENTATION THAT CAN BE PASSED ONTO OTHER SETTINGS.

- TO CHART PROGRESS FROM RECOGNISABLE LEARNING ACHIEVEMENTS, AND CLARIFY THE NEXT STEP IN A CHILD'S LEARNING.

- TO INFORM OUTSIDE AGENCIES AND THE LEA AS TO WHAT INTERVENTION HAS TAKEN PLACE AT THE CODE OF PRACTICE STAGE

- TO HIGHLIGHT WHAT IS DIFFERENT OR EXTRA THAT THE CHILD NEEDS, ABOVE AND BEYOND WHAT IS CURRENTLY PROVIDED.

IDENTIFICATION AND ASSESSMENT OF CHILDREN WITH SEND

The importance of early identification, assessment and provision for any child who may have SEND cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made without undue disruption to the school. Assessment is not regarded as a single event but rather a continuing process.

If a child's difficulties prove to be transient, the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to the provision made but us, then an early start can be made in considering the additional help the child may need.

To help identify children who may have special educational needs, we can measure children's progress by referring to;

- INITIAL CONCERNS / LACK OF ADEQUATE PROGRESS
- REVIEW OF PROGRESS/DIFFICULTIES
- DISCUSSIONS WITH PARENTS
- THEIR PERFORMANCE MONITORED BY THE TEACHER AS PART OF ONGOING OBSERVATION AND ASSESSMENT (ALWAYS DATED)
- THE OUTCOMES FROM BASELINE ASSESSMENT RESULTS
- THEIR PROGRESS AGAINST THE OBJECTIVES SPECIFIED IN THE NATIONAL LITERACY AND NUMERACY STRATEGY FRAMEWORKS
- BEING OPEN AND RESPONSIVE TO EXPRESSIONS OF CONCERN BY PARENTS, AND TAKE ACCOUNT OF ANY INFORMATION THAT PARENTS PROVIDE ABOUT THEIR CHILD

See EHCP section for details on 'Review procedure for EHCPs'

EDUCATIONAL HEALTH CARE PLANS

Strategies employed to enable the child to progress should be recorded within an Educational Health Care Plan (EHCP); this should include information about the short-term targets set for the child, the teaching strategies and the provision to be put in place, when the plan is to be reviewed, and the outcome of the action taken. The EHCP should be only a record which is additional to or different from the differentiated curriculum plan that is in place as part of the normal provision. The EHCP should be crisply written and focus on three or four key targets. EHCP should be discussed with parents and the child.

The EHCP should include information about:

- The short term targets set for or by the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when EHCP is reviewed)

Where a child with identified SEN is at serious risk of disaffection or exclusion the EHCP should reflect appropriate strategies to meet their needs. A Pastoral Support programme should not be used to replace the graduated response to special educational needs.

Reviewing EHCP's

EHCPs should be reviewed at least twice a year. Ideally they should be reviewed termly or possible more frequently for some children. At least one review in the year could coincide with a routine Parent's Evening, although we should recognise that some parents will prefer a private meeting. Reviews need not be unduly formal, but parents' views on the child progress should be sought and they should be consulted as part of the review process. Wherever possible, the child should also take part in the review; their ascertainable views should be considered in any discussion.

TRAINING

Within the setting we are committed to providing and facilitating attendance at training on SEND.

Training undertaken, commitment to training - Our responsibility is to ensure that the Senco officer attends the mandatory annual training.
Should the Senco officer leave, we must enrol an able person into a comprehensive training programme for 'Setting Sencos' and Foundation Stage education.

We will also commit to conduct an annual needs analysis to identify the training needs of the whole setting and of individual staff.

REVIEWING, MONITORING AND EVALUATING THE SEND POLICY

The Policy for SEND must be reviewed annually and evaluated. The SEND policy and practice is part of an ongoing monitoring and evaluation scheme which looks at;

Systems for identifying and assessing children with SEND

- record keeping
- resources
- Provision made to meet the needs of children with SEN
- Also, please see attached, Identification of children with SEN

The policy was written in September 2014 and will be reviewed on a termly basis depending on the need and the arrival of a SEND child in the setting. It will be re-written on an annual basis.

ENVIRONMENT AND CURRICULUM PLANNING

We do not have facilities in place for wheelchair access.

We are committed to ensuring the environment is safe for all children and in doing so provide;

- railings for the children going down the stairs
- Toilets/changing facilities which are age appropriate.
- Outside play area
- Regular outings to the park
- Provision of snacks
- Soft play area
- Multi sensory area
- Role play area
- Reading corner
- Access to computers
- Organisation of furniture and equipment
- Careful planning of daily activities

The curriculum (see attached)

- We will identify any resources or approaches, which increase access to the Early Years Foundation stage
- Signing system will be in place to support communication
- Equipment which is suitable for all children
- SEND folder of articles and leaflets, available to support staff and parents
- Books available to support staff and parents
- Foundation stage curriculum is planned and differentiated to meet specific individual's SEND
- Careful choice of resources is made to facilitate access

INVOLVING THE CHILDREN

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

Children with Special educational needs have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They should, where possible, participate in all the decision-making processes that occur in education including the setting or learning targets and contributing to EHCPs, contributing to the assessment of their needs and to the annual review and transition processes. They should feel confident that they will be listened to and that their views are valued. However, there is a fine balance between giving the child a voice and encouraging them to make informed decisions, and overburdening them with decision-making procedures where they have insufficient experience and knowledge to make appropriate judgements without additional support, or are simply too young to understand.

Ascertaining the child's views may not always be easy. Very young children like in our setting, and those with severe communication difficulties, for example may present a significant challenge for education, health and other professionals. But the principal of seeking and taking account of the ascertainable views of the child or young person is an important one. Their perceptions and experiences can be invaluable to professionals in reaching decisions. We should, together with LEAs and early education settings making arrangements to enable this to happen.

Some parents may need support in seeing their children as partners in education; they may be reluctant to involve their child in education decision-making perhaps considering them ill-equipped to grasp all the relevant factors. If the parent's experience of working with professionals has been disappointing, or they perceive their views as being marginalised, they may suspect that professionals may give undue weight to the views of their children. We should show sensitivity, honesty and mutual respect in encouraging the children the share concerns.

We will be sensitive to the views of young children and understand they may need additional support or time to practice expressing their views. We will be sensitive to their views and wishes and ensure that as they mature their opportunities to participate are fully exploited.

EARLY YEARS ACTION

A child not previously identified as having special educational needs is causing concern. Additional support to that provided as part of the usual foundation stage curriculum is thought to be necessary.

The key to a good identification in the early years is observation and purposeful record keeping, as they will form the basis of any decisions regarding SEND. If there are concerns, collecting information and viewing progress through an Education Health Care Plan (EHCP) is good practice. The EHCP should be set with interventions that are 'additional to or different from those provided as part of the setting's usual curriculum offer and strategies.

Triggers for putting a child on the corresponding graduated level – Early Years Action

- Makes little, no progress despite appropriate intervention from the setting staff
- Continues working at levels significantly below those expected of peers in the setting
- Present persistent emotional behavioural difficulties and fails to respond to behaviour management strategies in the setting.
- Has sensory or physical problems and fails to respond to use of personal aids and equipment.
- The normal differentiated curriculum has had little impact on improving the child's communication and interaction difficulties

Order of events if we or parents are concerned;

- Firstly we identify concern and discuss with colleagues and setting SENCO
- Discuss concern with parent/SENCO and amongst staff team
- Observe and record and keep dated notes
- Parent/staff meet to discuss findings
- If parent not acknowledging concern, continue to observe and record. Meet regularly to discuss observations with parents. Date discussions and send parent copy of meeting minutes.
- If parents agree on Action and write EHCP with up to three targets
- Seek further advice from Early Years Development Officer
- Action
- Review Progress every 6 weeks
- Write new targets
- If progress is adequate stop EHCP.
- If not seek further advice and continue with EHCP

EARLY YEARS ACTION PLUS

If despite the additional help provided, as part of the Early Years Action, the child does not seem to be making progress, the setting may help through Early Years Action Plus. This level involves outside support agencies advice being sought. Parents must be aware of and give permission for this to happen.

Order of events;

- After two review meetings we will;
- Parents, school and Staff team meet and have identified concerns and the child's learning style and difficulties are well known to all. However, the child is not making expected progress, so we can remain at the early years action with advice from an Officer or
- Setting SENCO and/or parent refer to outside agency. Parental permission is required for next step.
- Setting Senco, staff, parents and other professional supply information and advice.
- Record information, agree on action, write new EHCP detailing support
- Action
- Review

What will triggers EARLY YEARS ACTION PLUS;

- If a child in school is making little or no progress on the EHCP already in place over a period of two review meeting, we will continue to work on the foundation stage curriculum well below their peers.
- If the child has sensory or physical needs that require specialist equipment or has social difficulties which cause problems with learning due to poor communication and interactions.
- Experience emotional and behavioural difficulties, which affect their learning, despite having a behaviour plan in place.
- Has an ongoing interaction and communication difficulty that impedes social development and causes substantial barriers to learning.

NAME OF SENCO CO-ORDINATOR: Sarah Lee

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Date documents reviewed: September 2017
To be reviewed: September 2018