



Special Educational Needs and Disability Policy

Rationale

Selsdon Park Pre-School is committed to the Helping Children Achieve more by providing high quality support for children and adults with special educational needs or disability. At Selsdon Park Pre-School we believe it is a positive experience to be able to share the same opportunities and overcome any difficulties together.

Selsdon Park Pre-School has written this policy to ensure that best practice and procedures are carried out at the Pre-School. This policy complies with the legal requirements of the statutory Framework for Early Years Foundation Stage and Safeguarding and Welfare Requirements.

Aims

1. To recognise any Special Educational Needs or Disabilities a child may have and ensure all staff are aware of the Code of Practice on identification and assessment of SEND.
2. To ensure a member of staff who is working with a child with SEND are supported by the SENCO (Special Educational Needs and Disability Co-ordinator) and receives the appropriate training in order to fulfil their role.
3. To make a thorough assessment of each individual's specific needs with the use of a baseline assessment, regular detailed observations and tracking sheets to record any progress made. and make reasonable adjustment in order to meet their needs in the setting.
4. To develop strong partnerships with support agencies and professionals to provide a cohesive and integrated support package for individuals with additional needs.
5. Fully involve parents/carers throughout the process from identification, assessment, provision and review of their child's needs.

Implementation of Policy

At Selsdon Park Pre-School we follow the procedures outlined below:

Staffing

All members of staff will be responsible for individuals with SEND and will be expected to facilitate their inclusion at the Pre-School.

Emma Linfield is the SENCO for Selsdon Park Pre-School.

Staff responsibilities will include:

1. The Pre-School manager must ensure that staff members receive training and development which helps them keep up to date with SEND legislation and best practice when working with individual with SEND.
2. The SENCO will attend regular training and SENCO forums to update their skills and knowledge.
3. SENCO to ensure that any actions recommended by parents or other agencies are carried out.
4. SENCO to work with Pre-School manager and staff team to ensure that appropriate facilities and resources are available to improve SEND children's achievements and outcomes.
5. If concerns are persistent, SENCO and the Pre-School manager will liaise with parents/carers to discuss ongoing development.
6. Parents/carers consent must be obtained before contacting any outside agencies or writing an IEP plan or before placing any child's name on a SEND list.
7. If a staff member believes that a child has SEND they have a duty to report their concerns to the SENCO and the manager, who will complete a record of concern which will be supported by relevant observations/evidence.
8. The SENCO has a duty to inform any new setting or school a child transitions to of any additional needs, statements, or EHC plans. It is the SENCO's duty to share any relevant information with the new school or setting which will help support the child in their transition and in their new placement.

SENCO's Responsibilities:

1. Ensuring liaison with parents and other professionals for children with additional needs. The key to this is building up relationships and links with other services.
2. Ensuring relevant background information about a child with additional needs is collected, recorded and updated.
3. Completing detailed observations and monitor with tracking sheet of the child's development.
4. Taking the lead in planning future support for a child with additional needs through discussion with other staff.
5. Ensuring that effective individual Education Plans (IEP) are in place and all staff have a good understanding of the IEP and are working consistently towards the targets with the child.
6. Taking the lead in further assessments of a child with additional needs.
7. Monitoring and reviewing the action taken.
8. Advising and supporting other staff, having knowledge of where to seek advice.

9. Ensuring parents are always consulted and involved in action taken and any outcomes.
10. It is primarily the responsibility of the SENCO of the setting in consultation with parents, manager and staff to lead this response.

How would a referral be made.

1. Firstly, we would inform ELPP team for support and advice.
2. We could then make a referral to the early years SEND team. The Email is early.yearsSEND@croydon.gov.uk or by telephone 02086047263.
3. If we have a concern about the child's speech and language only we would refer to Speech and language (SALT form.)
4. If we had concerns the family needed support at home, we would refer to family engagement partner (FEP)
The early help form can be found at [http:// childcarebusinesscroydon.co.uk](http://childcarebusinesscroydon.co.uk) and www.practionerspacecroydon.co.uk

Information to be included on a referral

1. Baseline assessment/evidence of information gathered when child started at the setting (including 2 year check where applicable.)
2. Tracking sheet –Exact not best fit.
3. Observations/next steps in prime areas and what actions have been taken and the impact of these actions.
4. Notes to show what strategies/differentiated activities you have tried and the impact if any.
5. Notes of your discussions/meetings with parents to discuss progress/concerns.
6. Any information from other professionals.

Types of support that can be offered include:

- Specialist support from health visitors, educational psychologists, speech and language therapist. These specialists may carry out home visits as part of their support.
- Language training programmes for parents and carers to support communication, play and early language development.
- The setting can inform ELPP (Early learning primary prevention) team for support and guidance.

What is an Education, Health and Care (EHC) needs and assessment plan?

- An EHC plan is a process to identify when a child is believed to need more support than is available through SEN support.
- The local authority decides when an EHC plan needs to be put into place when a request has been made by a setting, parent/carer or another professional.

Provision for Two-Year Old's

- All two year olds who have a statement of special education needs, an EHC plan or who are entitled to disability living allowance are entitled to a government funded early education place.
- All two-year-old children who attend the setting will have an Early Years Foundation Stage Progress Check carried out. When the child starts the setting, they will be observed in accordance with the EYFS for 3 weeks before a Progress Check is completed.
- Where possible, an integrated review will be carried out alongside a development review delivered by health visiting teams. Any concerns should be discussed with the SENCO and the child's parents/carers and the appropriate actions can be taken.
- The setting will need the parents/carers written consent before making any referrals to other professionals.

Inclusion

The policies, procedures and practices of the Pre-School in relation to children with SEND are in line with current legislation and guidance. Legislation includes Special Educational Needs and Disabilities Acts and the Disability Discrimination Act.

Remember all children progress at different rates

- 1. No assumption should be made that children making slower progress have SEND**
- 2. All children need carefully differentiated learning opportunities and careful monitoring**
- 3. Most difficulties can be dealt with relatively easily by team discussions and an adapted response within the setting.**

Selsdon Park Pre-School's SEND co-ordinator is: Emma linfield