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## Special Educational Needs and Disability Policy

### Equalities Statement:

The ethos of the Centre supports the development of self-respect and self esteem in all children, staff and the community it serves. We place a high value on diversity and treat every member of the Centre as an individual. In this respect, we aim to meet the needs of all, taking account of age, disability, gender, gender reassignment, marriage, civil partnership, pregnancy, maternity, race, religion, belief and sexual orientation. In addition to this we also aim to take into account social circumstances.

### Aims and Principles:

This SEND policy details how The Fields Children's Centre will do its best to ensure that the necessary provision is made for any children who have special educational needs and that those needs are made known to all who are likely to teach them. The Centre will use its best endeavour to ensure that Early Years Practitioners in the Centre are able to identify and provide for those children who have special educational needs and will allow them to join in activities together with other children who do not have special educational needs, so far as is reasonably practical. This will not compromise the needs of any child. See Appendix 1

The setting will have regard to the 'Special Educational Needs Code of Practice' when carrying out its duties towards all children with special educational needs and ensure that parents are notified of a decision by the Centre that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The Fields Children's Centre recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and the transition processes.

### Protocol:

#### Definition of Special Educational Needs (SEND)

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

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
- Are under compulsory school age and fall within the definition above, or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA (other than special schools) in the area.

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- For children under two, educational provision of any kind.

### Incidence of SEND

It is important to consider the level of incidence of SEND and the implications for learning and teaching to ensure that appropriate and reasonable measures are implemented to meet each child's individual needs and include them in mainstream education.

High Incidence SEND	Low Incidence SEND
Slow cognitive development	Severe learning difficulties
Literacy and/ or numeracy difficulties	Severe visual and hearing difficulties
Specific learning difficulties	Severe physical disabilities
Moderate learning difficulties	Severe communication disorders
Behavioural difficulties	Severe Autistic Spectrum disorders
Sensory impairment	Serious medical conditions
Physical disabilities	Severe behavioural difficulties
Severe health problems	Children with complex needs requiring input from a range of professionals
Communication difficulties	Mental health difficulties
Organic or neurological conditions causing marked difficulties in all aspects of development	

### Identification, Assessment and Provision in Early Education Settings

The Government's Early Learning Goals set out what most children will have achieved by the end of the foundation stage/school reception year. Children will progress at different rates during the foundation stage. By the end of this stage some children may still be working towards the goals. Such children will need differentiated learning opportunities to help them progress as well as regular monitoring of their progress.

#### Graduated response

Monitoring of individual children's progress throughout the foundation stage is essential. Where a child appears not to be making progress, it may be necessary to use alternative approaches to learning.

Ongoing difficulties may indicate the need for help above that which is normally available for children in the particular early education setting.

The key test for action is evidence that the child's current rate of progress is inadequate.

#### Adequate progress

Adequate progress can be defined in a number of ways.

It might, for instance, be progress that:

- Closes the attainment gap between the child and the child's peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or better the child's previous rate of progress
- Ensures access to the full curriculum

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- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour.

### **Individual Programmes**

Once practitioners have identified that a child requires additional SEND support, the setting will intervene through targeted support. If this intervention does not enable the child to make satisfactory progress, the SENCO may need to seek advice and support from external agencies. Informing parents to contribute their knowledge and understanding of their child and raise any concerns they may have about their child's needs and the provision that is being made for them, is an essential initial step.

### **The SENCO**

In this Early Years setting the SENCO is Ruth Holman.

The SENCO will have responsibility for:

- Ensuring liaison with parents and other professionals in respect of children with special educational needs
- Advising and supporting other practitioners in the setting
- Ensuring that appropriate targeted support is in place
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.
- Publishing a report of SEND information for the Centre's website – See Appendix 2

The SENCO will take the lead in further assessment of the child's particular strengths and weaknesses, in planning future support for the child in discussion with colleagues and in monitoring and subsequently reviewing the action taken. The SENCO will also ensure that appropriate records are kept including a record of children at Additional SEND support and those with Education, Health and Care Plans (EHCP). The key person is responsible for the child will remain responsible for working with them on a daily basis and for planning and delivering an individualised programme.

### **Additional SEND Support**

When a child is identified as requiring Additional SEND support, interventions should be devised that are in addition to those provided as part of the setting's usual curriculum. The triggers for targeted support could be concerns about a child who, despite receiving appropriate early education experiences:

- Makes little or no progress, even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- Has sensory or physical problems and continues to make little or no progress, despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties and requires specific individual interventions in order to access learning.

If practitioners, in consultation with parents, conclude that a child may need further support to help them progress they should seek the help of the SENCO. The SENCO and colleagues will collect all known information about the child and seek additional information from their parents. In some cases, outside professionals from health, social care or the education psychology service may already be involved with the child. If external professionals have not already been working with practitioners, the SENCO should contact them if parents agree. This will follow the SEND Support Pathway (Appendix 1)

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The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas
- Continues working at an early years curriculum substantially below that expected of children of a similar age
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

### **Nature of intervention**

The SENCO and the child's key person, in consultation with parents, will decide on the support needed to help the child to progress in the light of their earlier assessment.

This support will comprise of individualised arrangements for learning and teaching.

These arrangements may include:

- Extra adult time in devising the nature of the planned intervention and monitoring its effectiveness
- The provision of different learning materials or special equipment
- Some individual or group support or staff development and training to introduce more effective strategies
- Access to LA support services for one-off or occasional advice on strategies or equipment
- Staff training to provide effective intervention without the need for regular or ongoing input from external agencies.

### **Targeted Plans**

Strategies employed to enable the child to progress will be recorded on a Targeted Plan. This should include information about:

- The short-term targets set for the child
- The teaching strategies
- The provision to be put in place
- The outcome and impact of the action taken.

The plan will record only that which is additional to, or different from, the differentiated curriculum in place as part of the normal provision. The plan will focus on three or four key targets and will be discussed with parents and the child. The plan will be continually up to date. Parents will be consulted as part of the review process.

### **Requests for Education, Health and Care Plan**

For a very few children the help given by the early education setting through Additional SEND Support will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate.

Where a request for an Education, Health and Care Plan is made to the LA, the child will have demonstrated significant cause for concern and the setting will provide evidence to the LA detailing:

- Skills and Functioning update
- Developmental progress
- Records of regular reviews and their outcomes – Assess, Plan, Do and Review overview
- The child's health including the child's medical history where relevant
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist

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- Views of the parents and of the child
- Involvement of other professionals
- Any involvement by social care or the education welfare service.

When the LA receives a request for a Education, Health and Care Plan, they will follow the 23 week Assessment Process, which involves consideration by the LA, working co-operatively with parents, the child's educational setting and (as appropriate) other agencies, as to whether a Education, Health and Care Plan is necessary.

If the LA panel agree with the request for an Education, Health and Care Plan, then professionals will meet together with the parent and draft a Education, Health and Care Plan focussing on the needs of the child from the professionals who work with them regularly.

This will detail:

- The child's name, address and date of birth
- Details of all of the child's special needs
- The special educational provision necessary to meet the child's special educational needs
- The type and name of the setting where the provision is to be made
- Relevant non-educational needs of the child
- Information on non-educational provision.

All children with Education, Health and Care Plans will have targets set for them that have been established after consultation with parents and professionals at the drafting meeting. These targets will be set and be implemented, at least in part and as far as possible, in the early years setting. The delivery of the special support interventions recorded will continue to be the responsibility of the Early Years Practitioner.

### **Annual review**

All early years Education, Health and Care Plans will be reviewed six monthly with all involved invited to consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the Plan. The review will focus on what the child has achieved as well as on difficulties that need to be resolved. The SENCO of the receiving primary school will be invited to attend the final review in the early years setting, to allow them to plan for the beginning of the new school year and enable the child and the parents to be reassured that an effective and supportive transfer will occur.

### **Local Offer**

As a Centre we provide targeted support for children with speech and language difficulties; one to one support for children with physical disabilities and those with an Autistic Syndrome Diagnosis. Through the Children's Centre we are a SEND Hub for Cambridge City and work with other Children's Centre's to provide joined up provision across the City.

### **Evaluating/ Monitoring the Policy**

The Centre's Policy for SEND is kept under regular review by the Curriculum and Equalities Committee, a named SEND Governor, the Head of Centre and the SENCO.

The Curriculum and Equalities Committee monitors provision and practice through regular meetings with the SENCO to track and review the progress of children with SEND. The Curriculum and Equalities Committee will also monitor and evaluate the effectiveness of the Centre's practice to ensure parental involvement and provision for children with SEND.

### **Links to other Policies:**

Learning and Teaching (Curriculum) Policy

Positive behaviour Policy

Health and Safety Policy

Safeguarding Policy

Appendix 1

SEND SUPPORT PATHWAY

