



Childcare at its best

Greenacres Special Educational Needs and Disability

Greenacres is committed to ensuring that every child has a right to a provision that enables them to develop their abilities and personality, regardless of a learning difficulty which calls for special educational provision to be made for them.

Definition of Special Education Needs

This Special Educational Needs and Disability Policy takes account of the Education Act 1996, the Special Needs and Disability Regulations 2014, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice 2014, the Equality Act 2010, the guidance of the Local Education Authority.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. As an early years provider in the private, voluntary and independent sector we must have regard to the 2014 Code of Practice.

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

We follow the fundamental principles of the SEND Code of Practice and these are:

- A child with SEN should have their needs met.

- The SEN children will normally be met in mainstream schools or early education settings.
- The view of the child, if possible, should be sought and taken into account.
- Parents have a vital role in supporting the child's education.
- Children with SEN should be offered full access to a broad-balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage.
- Arrangements must be in place to support children with SEN or disabilities; including a clear approach to identifying and responding to SEN.
- Being aware of and alert to emerging difficulties and responding early. Please see our Early Intervention section in the Children's Learning and Environment policy.

Special educational provision means:

- (a) For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- (b) A child under compulsory school age has special educational needs if he or she has a significantly greater difficulty in learning than the majority of others of the same age.

English as an Additional Language (EAL)

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.

Every effort will be made to support the children's home language and parent involvement is paramount.

Admissions Statement

We endeavour to ensure that we have accessible toileting, wide doorways and ground floor access. We would look at all needs of any children and

parent accessing our setting and would make reasonable adjustments to ensure they can do so to the full potential. Learning needs would be monitored and all steps would be taken to ensure the children were able to thrive, enjoy and achieve within Greenacres using the Early Years Foundation Stage Curriculum.

Identifying, Assessment and Provision in the Early Years setting

The Government's Early Learning Goals set out what most children will have achieved by the end of the Early Years Foundation Stage (the end of the school reception year). Children will progress at different rates during the EYFS and some children may not reach the goals by the end of their reception year. These children will need differentiated learning opportunities and regular monitoring within our setting to help them make progress. In addition the 'Individual Development Record' is an aid to enable practitioners to understand the outcomes they should be working towards.

The Special Educational Needs Coordinator (SENCo) –

The EYFS framework requires early years providers to have arrangements in place for meeting children's SEN, including the expectation to identify a SENCO.

The SENCo will have responsibility for:

- 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, and liaising with professionals or agencies beyond the setting
- Ensuring that appropriate Targeted Plans are in place and that these are reviewed regularly.
- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated at SEN Support and for those with an Education, Health and Care Plan (EHCP).

Graduated Response

If a child in our setting is not making the expected progress, it may be necessary to use alternative approaches to learning. We operate a graduated response system where staff initially:

- Bring an issue to the attention of the SENCo and record initial concerns.
- Observe, monitor and share their findings with staff and parents.
- Are allocated time to devise planned intervention and monitor.
- Adapt working practices and the environment to suit the needs of the child.
- Produce individual targeted plans with achievable targets for the child.
- Attend regular staff training to provide effective intervention.

This graduated response recognises that there is a continuum of special educational need and, where necessary and with parental permission, draws support from a range of specialist expertise to support the child. In our setting the different support mechanisms may include:

- An initial visit from the health visitor.
- Referrals to outside agencies including speech therapists, paediatricians, educational psychologists etc.
- Support from the Linked Inclusion and Improvement Advisor for advice or equipment.

Initial concerns

Staff may initially have concerns about a child that they share internally and in particular with the SENCo. At this stage staff should observe the child regularly and record to gather evidence for possible future discussions with parents or outside agencies. Parents may also have a concern that they bring to the key-person, whom would then bring the concerns to the SENCo.

Discussions with parents

If staff feel that there is still cause for concern after their initial observations, parents will be invited in to discuss these concerns with a staff member. Parents will be invited to contribute their knowledge and understanding of their child and raise any concerns they may have and to contribute to targets resulting in individualised planning known as 'Targeted Support'

SEN Support

When a child in the setting is identified as having special educational needs we initially devise our own interventions to be used in addition to our usual curriculum (SEN Support). The triggers for SEN Support could be that the child:

- 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 lower than those expected for children of a similar age in certain areas.
- Presents persistent emotional and/or behavioural difficulties, which are not improved 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.

Individual Targeted Plan

A Targeted Plan contains planning for the child which is *additional to*, or *different from*, the standard provision and includes:

- Short-term strategies set for the child.
- Teaching strategies.
- The provision to put in place.
- When/how the plan is to be reviewed.
- The outcome of the action taken.

The Targeted Plan will be reviewed at least termly with parents and, if appropriate, the child. Where it is deemed not applicable for the child to attend their views and needs should be taken into consideration.

Early Years Special educational needs Inclusion Fund (EYSIF)

The Early Years Special educational needs Inclusion Fund is established by the Local Authority for settings in Richmond and Kingston. EYSIF is to support 2, 3 and 4 year olds with emerging SEND that may benefit from

Inclusion Funding for a limited period of time or from the provision of additional resources or equipment. All applications are made once the setting has evidenced a graduated response of assessment, plan, do and review and also implemented targeted plans.

All funding will be sought with the permission from and the support of the child's parents.

Requests for an Education, Health and Care Needs Assessment

For a few children the help given by the early education setting through SEN 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 Needs Assessment is made to the LA, the child will have demonstrated significant cause for concern and the setting will have evidence gathered throughout the stages listed above.

Annual Review

As a result of an Education, Health and Care Needs Assessment the LA will decide whether a child needs provision through an Education, Health and Care Plan (EHCP). The EHCP will outline the provision necessary, the name of the setting where the provision is to be made and how the needs will be met; this may be through additional support or equipment and may have a cost implication to the LA. All EHCPs are reviewed at least yearly and all those involved are invited to consider whether any amendments need to be made.

Record Keeping

We keep individual records; these are based predominantly on observations. We use regular observations, consultations with parents, staff and other professionals to inform planning in order to meet the needs of individuals. Information gathered may be shared with other professionals with parental permission; a summary of achievement and relevant attachments are sent on to the next school. The records we keep are available to the child's parents on request.

The Local Offer

We are aware of the Local Offer and will signpost parents to the information about provision they can expect to be available across education, health and social care for children and young people in the area with SEN or disability.

Staff Development

Our SENCO will attend regular training and keep up to date with current legislation. They will attend specialised training which are of interest and have a particular bearing on the children they support where appropriate. Staff will be given regular opportunities to develop their confidence and skills of working with children with SEN.

The SENCO will ensure that the staff team understands their roles in supporting children with SEN and help support the staff member to support the child's development.

Staff are expected to review their practices and critically evaluate how effective they are when working with children with SEN.

Parent Partnership

At Greenacres we are firm believers that parents knowledge about their children will be of huge importance for us to support their child. We will ensure that parents are kept informed and engaged with the process of caring and providing for a child with SEN. We will do this by:

- Ensuring that parents are aware of the arrangements of SEN, how they can contact their key-worker, the SENCO or other professionals if needed.
- Getting parents involved and informed as soon as concerns are voiced
- Ensuring parents are involved in the targets on a child's Targeted Plan and are reviewed regularly
- Supporting parents understanding of external agencies

Transition

SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHCP. To support the transition, information should be shared by the current setting with the receiving

setting or school. The current setting should agree with parents the information to be shared as part of this planning process.

EYFS Nursery Transfer Summary

If a child moves to another nursery or reception setting we complete a Nursery Transfer Summary that outlines the child's achievements at our setting. This has a section which relates to Special Educational Needs and asks for the parents and child's comments.

Confidentiality

We will respect parent's rights to confidentiality when supporting children with Special Needs; we will always discuss any possible referrals to other services with parents to seek their agreement before we make such referrals. All meetings with parents other than the normal/parent staff contact will take place in private.

Parents will be involved in setting all targets for their child. Targeted Support will be reviewed regularly and parents will be invited to contribute to this review.

All of our staff will need to be aware of the Targeted Support targets agreed for a child as they are all likely to be involved in supporting that child. However all of the staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the settings SENCO or Manager who would discuss any need to share information with the child's parent or carer.