



Putnoe Woods Preschool Special Educational Needs and Disabilities Policy and Procedures

Introduction

At Putnoe Woods Preschool we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs.

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the preschool's facilities. All children have a right to a broad and well-balanced early learning environment.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly

All children will be given a full settling in period when joining the preschool according to their individual needs.



Putnoe Woods Preschool will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice when assessing and identifying a child's needs
- Include all children and their families in our provision.
- Provide all staff opportunities to develop understanding of SEND by attending specific training relating to SEND
- Refresh staff knowledge when new legislation begins that affects the current copy of the SEND Code of Practice
- Provide training to all practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs
- Identify a LEAD Special Educational Needs and Disabilities Co-ordinator who is experienced in the care and assessment of children with additional needs

The staff at Putnoe Woods Preschool will:

- Identify those children who have specific High Incidence or Low Incidence needs and how those needs are met through a range of different strategies
- Remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme under the leadership of the LEAD SENDCO
- Ensure that children who learn quicker, e.g. gifted and talented children are also supported
- Share any statutory and other assessments made by the preschool with parents and support parents in seeking any help they or the child may need
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the preschool day according to their High incidence or Low Incidence needs
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning



Our preschool LEAD Special Education Needs and Disabilities Co-ordinator is **Caroline Statham**.

The role of the LEAD SENDCO is to:

- Effectively communicate to staff/professionals, leading by example
- Be a good role model to other staff and show good practice ethic
- Take the lead role in all assessments of the child's particular strengths and weaknesses
- Support the child in discussion with colleagues and in monitoring and subsequently reviewing the action taken and any future actions
- Liaise with parents regularly keeping them informed of the action taken to help the child, and of the outcome of this action
- Be able to implement individual plans specific to each child
- Have a good working relationship with all staff to make sure there are systems in place to plan, do, assess, review and evaluate regularly
- Use appropriate methods of record keeping that help plan and support future interventions / reporting such as Educational Health Care Plans

Methods to Achieve This

- Designate a named member of staff to be the LEAD Special Educational Needs and Disability Co-ordinator (SENDCO) and share their name with parents
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice.
- Provide a statement showing how we provide for children with High Incidence or Low Incidence needs and share this with staff, parents and other professionals
- Ensure that the provision for children with High Incidence or Low Incidence needs is the responsibility of all members of staff
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities
- Work closely with parents to create and maintain a positive partnership which supports their child(ren)
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education
- Provide parents with information on sources of independent advice and support
- Liaise with other professionals involved with children with High/Low Incidence needs and their families, including transfer arrangements to other settings and schools
- We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care



- Use the graduated response system (assess, plan, do, review) for identifying, assessing and responding to High/Low Incidence needs.
- Provide a broad and balanced early learning environment for all children with special educational needs and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with High/Low Incidence and discuss these with parents
- Review IEPs regularly every 6 weeks and hold review meetings with parents at this time
- Ensure that children with High/Low Incidence and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Use a system for keeping records of the assessment, planning, provision and review for High/Low Incidence needs.
- Provide resources (human and financial) to implement our SEND policy
- Ensure the privacy of children with High/Low Incidence needs when intimate care is being provided
- Use the local authorities Assessment Framework (Early Years SEND Guidance, EHA, Early Years SEND Guidance, Early Years Communication and Language Toolkit) to monitor and assess children`s developmental progress.
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff, Epilepsy training.
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually using the NASAN SEND Audit tool
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy annually.

Effective Assessment of the Need for Early Help

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Children and families may need support from a wide range of local agencies.

Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These Early Help Assessments should identify what support framework will help the child and family and also decide how future interventions like an EHC Plan can help them in the future.



The Early Help Assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an Early Help Assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional.

Working together to safeguard children 2021

Special Educational Needs and Disability Code of Practice

Putnoe Woods Preschool has regard to the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 2014 to identify, assess and make provision for children's special educational needs.

The preschool will undertake a Progress Check of all children at age two in accordance with the Code of Practice. The early years provider will also undertake an assessment at the end of the Early Years Foundation Stage (in the final term of the year in which a child turns 5) to prepare an EYFS Profile of the child.

The Code of Practice recommends that, in addition to the formal checks above, the preschool should adopt a graduated approach to assessment and planning, led and coordinated by a SENDCO.



Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. The preschool has identified a member of staff as a SENDCO who will work alongside parents to assess the child's strengths and plan for future support.

The SENDCO will ensure that appropriate records are kept according to the Code of Practice.

Stage 1

Where a practitioner or SENDCO identifies a child with a High/Low Incidence need, the preschool will assess and record those needs and provide a number of key actions to help the child. As part of this process the preschool will consult with parents and seek any additional information from external professionals. The targets for the child, any teaching strategies or changes to provision are set out in an Individual Education Plan (IEP). The plan will be continually under review in consultation with the child and his/her parent(s). This stage will involve a cycle of assess, plan, do and review in increasing detail, with increasing frequency, to identify the best ways of securing and maintaining progress. These review meetings are held every 6 weeks.

Stage 2

This is where a practitioner or SENDCO, in consultation with the child's parents, decide external support services are required usually following a review of the IEP. The preschool will share its records on the child with those services so that they can advise on any IEP targets and appropriate strategies to help the child.

FUNDING

We are able to provide extra support (1:1) for SEND children through extra funding available through Bedford Borough Council. This funding may be used to provide extra staffing or for resources or adaptations to improve access for children. This funding is capped by Bedford Borough which is set by the Department of Education to a maximum of 15 or 30 hours a week that a child is entitled to when they turn 3 years old and are eligible. Any additional hours that a child attends will be required to be paid for at a rate that supports 1:1 support.

We recognise our duty under the Equality Act 2010 to use a proportion of our budget to meet the needs. For example, buy blinds to control lighting conditions for a child with visual impairment.

Parent Partnership

We will provide parents with the following:



- An 'open door' policy. This means parents can approach the setting whenever they have a concern and time will be made for them
- Scheduled meetings for parents to meet and discuss their child's progress
- Information on local support groups and training workshops
- Keep parents involved and informed at every stage of their child's learning and development, and inviting them to all review meetings
- To value the contributions of parents on all levels, including their contributions towards short term plans and transitions, valuing their expert knowledge of their child

Educational Health Care Plan

If the help given through an IEP is not sufficient to enable the child to progress satisfactorily, it may be necessary for the preschool, in consultation with the parents and any external agencies already involved, to request an EHC Plan. This will begin by assessing the child's developmental records and observations and liaising with the child's parents and the Early Years Support Team. The LEAD SENDCO will make an initial request and name other agencies who are involved with the child. This plan will identify the child's support network and actions and will play a large part in the transition to the school environment.

Transitions

We have strong working relationships with our local primary schools through arranged visits and shared events, which help to build a sense of community. We feel that good transition procedures for children with special educational needs have a positive impact on the transition to school for all children.

Our transition procedures include:

- Supporting parents when deciding a suitable school
- Informing parents of the transition process
- Attending school visits with parents to familiarise the child with new environment
- Contacting the chosen school to set up meetings
- Meeting with other professionals prior to the child starting school e.g. SENDCOS, Learning Support teachers
- Being full and honest outlining all the child's needs and the strategies already in place
- Inviting the school to the child's last preschool meeting with regard to the EHC Plan/Individual Education Plans to discuss current targets and future ones
- Provide school with all information regarding the family.

Putnoe Woods Preschool



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**This policy is in compliance with GDPR (General Data Protection Regulations)
May 2018**

Putnoe Woods Preschool is committed to safeguarding and promoting the welfare of children and young people, employees, students, volunteers, trustees and parents and expects all staff and volunteers to share this commitment.

Date of Policy: September 2014	Created By: Jo Skelton	
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Review Date	Reviewer	Amendments
November 2018	Caroline Statham (LEAD SENDCO)	Updated policy in line with current legislation, role of SENDCO, wording changed from `special educational needs and disabilities` to `High/Low Incidence needs, added new headings to SEND Policy, changed named SENDCO.

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Review Date	Reviewer	Amendments	Policy signed off on behalf of the Board of Trustees
December 2018			
November 2019	Nikki Adams	New email address	
January 2020	Caroline Statham	Amendments Role of LEAD SENDco - `Individual IEP specific to child` .	
February 2021	Caroline Statham	Amendments p.4 Changed wording to Action Plan meetings, added Early Years Communication and Language Toolkit.	
November 2021	Jo Skelton	Amendments p.6 regarding funding and additional costs for 1:1 support Amendments p.4 NASAN Audit Tool added	