

Amblecote Pre-school



Supporting children with Special Educational Needs and Disability (SEND)

(This document is supported by the school policy)

Head Teacher: Mrs Kerry Taylor

Pre-school SENCo – Mrs L Jukes

Pre-school Deputy SENCo – Mrs H Perigo

Contact Details: 01384 815298

School Governor for SEND responsibility: Mrs S Hyde

Designated Teacher with Specific Safeguarding Responsibility:

Mrs H Perigo/Mrs K Taylor

Mission Statement

At Amblecote Pre-school, all staff recognise that every child is an individual. We are committed to offering an inclusive play based curriculum to ensure the best outcomes for all pupils, by catering for a wide variety of skills, abilities and needs. Our educational aims for children with Special Educational Needs and Disabilities (SEND) are the same as those for all children in our Pre-school. SEND may be experienced throughout, or at any time during a child's school life. We believe that every teacher is a teacher of every child, including those with SEND.

Background Information about Amblecote Pre-school

The Pre-school is overseen by a Care Committee which is Governor Led ;coming under Section 27 Community Powers; which meets at regular intervals during the year.

On a daily basis the Pre-school is run by the Manager and qualified staff. A staff ratio of 1 adult to 8 children is adhered to at all times.

It draws its children from a variety of areas. The school has a diverse social and economic mix of children.

Amblecote Pre-school runs a 24 place morning session and a 24 place afternoon session for 3 and 4 year olds. Places are allocated to children who are on our waiting list and the following criteria applies:

1. looked after children
2. to children for whom the setting is the most suitable available setting; to meet either the child's special educational needs or medical needs.
3. For children who attend Amblecote Time for Two's (T4T's) provision.
4. To children who have a brother or sister already at Amblecote Primary school who will be attending the school at time of entry.
5. On the basis of proximity.

Our Aims and Objectives

At Amblecote Pre-school we aim to provide every child with access to a broad and balanced education. This includes the delivery of the Early Years Foundation Stage (EYFS) curriculum, in line with the Special Educational Needs Code of Practice 0-25 Guidance (2014). As a Pre-school we aim to ensure that the needs of all our pupils are met. We strive to raise the aspirations and expectation of all pupils including those with SEND and provide and maintain equal opportunities for all. To achieve this we aim to:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by collecting information from parents, health and care services and early year's settings prior to the child's entry into the school.
- Closely monitor the progress of all pupils in order to aid the identification of pupils with SEND. Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the EYFS Curriculum.
- We support parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the Pre-school alone.
- We ensure our provision is inclusive to all children with special educational needs.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.

- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Identifying Special Educational Needs

At Amblecote Pre-school, we adopt the definition of SEND as stated in the Special Educational Needs Code of Practice 0-25 Guidance (2014):

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Pupils with SEND may have needs in one or more of the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

There are other factors which may impact upon progress and attainment. These include:

- Disability (the Code of Practice outlines that 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Early Years Pupil Premium (EYPP) grant
- Being a looked after child
- Being a child of serviceman/woman

Supporting Pupils with SEND

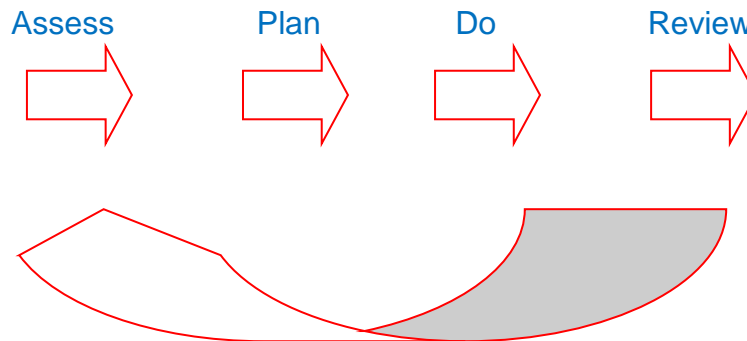
At Amblecote Pre-school, all staff are expected to deliver high quality play-based teaching that is differentiated and personalised to meet the individual needs of all children. Where children may be identified as experiencing a difficulty.

The Graduated Approach

For some children, a differentiated curriculum is not enough, and they require educational provision that is additional to, or different from that made generally for other children. In

this case, a child will be recorded as receiving 'SEND Support' and parents will be formally advised of this. The aim of formally identifying a pupil with SEND is to help Pre-school ensure that effective provision is put in place and thus remove potential barriers to learning.

The additional support provided consists of a four-part process:



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

If EYFS staff have any concerns about aspects of a child's behaviour, progress or well-being these concerns are recorded and monitored by the SENCO as **Record of Concern (RoC)**, parents are verbally notified with early concerns and an agreed time scale for monitoring of their child before further intervention may be required. A Record of Communication sheet will be kept to document historical conversations between parents and staff. Observations will be made and shared with parents using a **Monitoring Support Plan (MSP)**. If the child is having learning difficulties in one or more areas, the staff will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the staff will take note of the frequency and severity of the incidents and, if possible, adapt the Pre-school environment to help the child overcome the problems. A **Behaviour Log** will be completed and shared with parents. A behaviour plan maybe drawn up to support the child – a meeting will be held with parents/carers to discuss strategies and will continually be assessed to support the child.

Plan

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. When the SENCO/Key Person, parents (and where possible the views of the child have identified) a RoC and a

decision has been made to provide further SEN support e.g. if resources or support are significantly **additional to, or different from** those already being provided in the classroom to help the child to make progress then the child will be placed on an **Individual Support Plan (ISP)**, a detailed analysis will be carried out of the child's needs, the Key Person and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. These details will be logged onto the **ISP**.

The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by Key Person and SENCO. The SENCO can make referrals to other agencies and professionals if parents are in agreement at this stage.

Appropriate other specialists support services play a vital role in helping the school identify, assess and make provision for pupils with SEND. Services which we may draw upon include:

- Speech & Language Therapy Service (language and communication difficulties)
- Specialist Early Years' Service (SEYS) (for Pre-School children)
- Educational Psychology Service
- Area SENCO
- Child and Adolescent Mental Health Service - CAMHS
- Community Paediatrician
- Health Visitor – community or linked to G.P.
- Physical Impairment and Medical Inclusion Service - PIMIS
(visual/Hearing/physical/medical conditions)
- Pupil Referral Units - PRUs including the Sycamore Centre Outreach Team
(behavioural, emotional and social difficulties)
- Autism Outreach Team - AOT (autistic spectrum disorders)
- G.P. linked referrals; Physiotherapy Service, Occupational Therapy Service, Paediatrician.

Referrals to these services will be made by the SENCO in discussion with the Manager/Key person and will always be shared and agreed with parents/carers.

Any related staff development needs should be identified and addressed. Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Parents can be signposted to support groups and **Dudley's Local Offer**.

<https://fis.dudley.gov.uk/localoffer/>

Do

The child's Key Person, support staff and the Pre-school SENCO remain responsible for working with the child on a daily basis, overseeing the implementation of the **ISP**. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

The Key Person and SENCO will record the child's responses to activities on an **ISP Tracker**.

Review

The ISP will be reviewed every term, the ISP Tracker will be reviewed every half term by the SENCO/Key Person and parents. The views of the child can also be sought and that of other professionals who are also involved. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will have clear information about the impact of the support provided and be involved in planning next steps.

A revised ISP will be generated and copies given to all concerned if required.

Referral for an Education, Health and Care Plan (EHCP)

Where, despite Amblecote Pre-school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, Amblecote Pre-school will consider requesting an Education, Health and Care needs assessment

Where a child has an **Education Health Care Plan (EHCP)** the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

Dudley Special Educational Needs & Disability Information, Advice and Support Service - Dudley (**SENDIASS**) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care. Pre-school SENCO's will signpost parents to this agency.

Helpline number: 01384 236677

Address: Trafalgar House, 47-49 King Street, Dudley, DY2 8PS

<http://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass/>

Admission and Inclusion Arrangements

Pupils with Special Educational Needs and Disabilities, but without EHCP, must be treated based on applications from parents of children with SEN but with no EHCP on the basis of the Pre-school's published admissions criteria.

"Whilst LEAs and school can make any reasonable and objective admission arrangements in the event of over-subscription, those arrangements cannot be used to refuse admission to a child - or give the child a lower priority than other applicants – simply because the school considers that it cannot cater for his or her special educational needs" *Circular 6.94 (para.34)*

- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide resources to implement our SEND Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We ensure the effectiveness of our SEND provision by collecting information from a range of resources, e.g. Intervention Support Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Medical Conditions

Children who have an existing medical condition; including asthma, epilepsy, diabetes and anaphylaxis require the following procedures **PRIOR** to commencing in the setting, to ensure that full care can be given to the individual child:

- Letter from GP/Medical consultant stating the medical condition
- Health Care Plan prepared to support the medical condition (this needs to be prepared even if diagnosis is still awaited OR intermittent reactions)
- Staff training to support medical condition
- Risk assessments produced to ensure safety within the setting for all concerned – where applicable
- Physical Impairment Medical Inclusion Service (PIMIS) – where applicable

By implementing all of the above, the setting will therefore support inclusive practice to ensure the best care is given to the child and their family.

Where a child is under investigation for a potential medical condition, we require confirmation from medical professionals prior to the child starting at the setting.

Transitions

If a child moves into Reception class or to another setting the SEND support should include planning and preparing for transition, before a child transfers. This can also include a review of the SEND provision being provided or the EHCP. To support the transition, information will be shared by our setting with the receiving setting or school. We will agree with parents the information to be shared as part of this planning process, on a need to know basis.

Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice relating to the needs of pupils with SEND. The SENCO attends relevant SEND courses, including Dudley's SENCO Development meetings in order to keep up to date with Local and National updates in SEND.

Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCo):

A SENCO's Role includes:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating the early identification and assessment of pupils with SEND
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow EYFS staff.
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with SEND 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 SEND and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with SEND.
- We use a **Graduated Approach** system of **Assess -Plan –Do- Review** for children with SEND.
- We have systems in place for supporting children within this **Graduated Approach**.
- At Amblecote we recognise that there is a continuum of SEND.
- At Amblecote we recognise the **4 broad areas of SEN**: Communication and Learning, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical needs.

Accessibility

The school complies with all the relevant accessibility requirements. Please see the school accessibility plan for more details.

Appendices

This policy has been written with reference to the following guidance and documents:

- **Equality Act 2010; Advice for Schools (February 2013)**
- **Schools SEN information report regulations (2014)**
- **SEND Code of Practice 0 – 25 (2014)**
- **Statutory Guidance on supporting pupils at school with medical conditions (2014)**

Review Date: September 2019