



**Equality of Opportunity**  
**Supporting children with Special Educational Needs and Disability**  
**(SEND)**

**Policy statement**

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfE's **Special educational needs and disability code of practice: 0 to 25 years** (July 2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents who know their children best, and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

**Procedures:**

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.

**Our SENCO's are: Mrs H. Perigo (Pre-school), Mrs J. Sprague (School), Mrs L. Jukes Deputy SENCO (Pre-school).**

**The Role of the 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 SEN
- Co-ordinating provision for children with SEN
- Liaising with and advising fellow EYFS staff.
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- 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 SEN 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 SEN and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with SEN.
- We use a **Graduated Approach** system of **Assess -Plan -Do- Review** for children with SEN.
- We have systems in place for supporting children within this **Graduated Approach**.
- At Amblecote we recognise that there is a continuum of SEN.
- 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.

## **Amblecote Pre-school: Graduated Approach**

### **Assess**

#### **Record of Concern**

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. 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.

### **Plan**

When the SENCO/Key Person, parents and where possible the views of the child have identified 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 **Intervention 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 e.g. Area SENCO health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes.

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**.

## **Do**

The child's Key Person, remains responsible for working with the child on a daily basis. With support from the SENCO, they will oversee 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.

## **Education, Health and Care Plan:**

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.

Helpline number: 01384 236677

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

## **Admissions:**

Pupils with Special Educational Needs and Disabilities, but without EHCP, must be treated as fairly as all other applicants for admission. Admissions authorities must consider 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 SEN.
- We provide resources to implement our SEND Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We ensure the effectiveness of our SEN 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. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

## **Transitions:**

If a child moves into Reception class or to another setting the SEN support should include planning and preparing for transition, before a child moves. This can also include a review of the SEN support 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.

**Sept 2014**