

# Severn Beach Preschool

## Special Educational Needs and Disabilities (SEND) Policy and Procedure

The Children and Families Act 2014 calls for “High aspirations and expectations for children with Special Educational Needs.”

We will work as a team to meet the needs of all children in our care. Cathie Crew will be the SENDCo who will lead and co-ordinate the graduated approach. Support will be sought from the Local Authority SENDCo and other professionals as deemed necessary.

### **Identifying needs in the early years:**

Between the ages of 2 and 3, early years practitioners must review a child’s progress at a 2 year check. At Severn Beach Preschool we regularly assess how children are doing and share these summative assessments with parents and carers, the only difference is that the 2 year check is mandatory, we have to do it. We have a separate form to explain how and why the 2 year old check is carried out.

As a result of the 2 year check or at any time during a child’s learning journey, where a child appears to be behind expected levels, or where a child’s progress gives us any cause for concern, we will consider the child’s learning from within and beyond the setting to establish a clear assessment of their abilities and development.

Practitioners (the staff at Severn Beach Preschool) will work with parents to establish whether a child needs additional support from other agencies who can be referred to by using a Single Assessment For early help form (SAF) or whether to begin a graduated approach to identify and meet any special educational needs (**SEN Support**).

We are aware that children whose difficulties are related solely to having English as an Additional Language (EAL) are not SEN.

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to many other future difficulties such as lack of self-esteem and behavioural difficulties.

Children’s SEN are generally thought of in the following 4 broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Often, individual children have needs that cut across all these areas and their needs may change over time.

Special educational provision will be matched to the child's individual identified SEND.

Practitioners will work in partnership with parents to establish the support a child needs.

We will adopt a graduated approach with 4 stages of action: **assess, plan, do and review.**

**Assess:** In identifying a child as needing SEN support, the practitioner, the SENCo and the parents will have carried out an analysis of the child's needs.

**Plan:** Still working together, support will be agreed to match these needs, a clear plan of interventions will be put in place with the aim of achieving ambitious outcomes. There will be clear dates for review.

**Do:** The plan is then implemented on a daily basis with all parties working together to give a uniform and continuous approach. Practitioners and the SENCo will assess the child's response to the action taken and address any issues on the effective implementation of the SEN support.

**Review:** The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date. All parties will be involved in this evaluation. As this is a cycle, assessment forms part of the evaluation and next steps will be planned.

This cycle of action will be revisited in increasing detail and with increasing frequency to identify the best way of securing good progress.

### **Involving specialists:**

Where a child continues to make less than expected progress despite evidence based support and interventions, practitioners will consider involving other appropriate professionals such as health visitors, speech therapists, or educational psychologists who may be able to identify other effective strategies to enable the child to make the desired progress. This decision to involve other professionals will be taken with the child's parents.

### **Requesting an Education, Health and Care (EHC) needs assessment:**

If the special educational provision required to meet the child's needs cannot be reasonably provided by the setting, together with parents, we will refer their child for an Education, Health and Care (EHC) needs assessment by the local authority.

**Written records** will be kept of all assessments and interventions in the child's individual learning journal which are always available to parents.

## **Transitions:**

If and when a child with SEND makes the transition to another setting or to school the transition will be carefully planned and prepared to ensure all involved are fully aware of the child's needs and the parent's/carer's needs through information sharing and how this will be met can be organised. This would also be an ideal time to review any SEN support or EHC plan.

Severn Beach Preschool will regularly review how well we are equipped to provide support across the 4 broad areas of SEN, both in terms of training and actual provision. Staff will keep up to date with current literature, requirements and procedures. We attend SENCo network meetings to make sure our training is current. If a child is identified as having a SEN, Cathie Crew will research the needs of this child, look for suggested, tried and tested strategies and seek advice as necessary and share this information with the whole staff team so every child's individual needs can be understood and met by all.

## **A quick guide to what to expect if we have concerns regarding the progress your child is making:**

We understand that this will be a very difficult time for you and your family but it is important to remember that the earlier the intervention, the better the outcomes for children. And where it all sounds so very formal, generally huge progress can be made through short focussed interventions with all carers working together and supporting each other and the child.

1. We will initially share our concerns with you. Occasionally it may be the parent's that first share their concerns with us.
2. We will see if you have the same concerns as us as children are often very different at home. At this point we may ask to come and observe your child at home.
3. If we share concerns we will then decide, together, a plan of action to help your child's progress. (an Individual Play Plan, IPP)
4. We will review this plan regularly, 4-6 weekly, together.
5. If all is going to plan we will continue with that plan – we might even add more interventions if they would help.
6. If the interventions are having no impact on your child's development we will look at what we could do differently.
7. If we are still concerned we will discuss asking other professionals to assess your child and offer us further ideas for intervention.
8. We will never refer your child without your consent.
9. We will follow any IPPs suggested by the professionals.
10. If after all this we are still concerned we will need to request an EHC needs assessment – with your permission.

11. We will continue to plan for your child's individual needs during this process.