

3.6 Supporting S.E.N.D



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Policy

We provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2015).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs at the earliest opportunity and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate

their own views and ready to make the transition into compulsory education

As a childcare provider we must have arrangements in place to support children with SEN or disabilities. These arrangements include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children. All of our workforce that work with young children are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves.

As an early years provider we provide information for parents on how they support children with SEN and disabilities, and should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities. As a provider we work in partnership with other local education providers to explore how different types of need can be met most effectively.

Local Offer

- Here at Early Learners we have a local offer which can be accessed through the local authority. This document sets out information about provision for children and young people who can support SEN or disabled children, including those who do not have Education, Health and Care (EHC) plans
- The Local Offer has two key purposes:
 - To provide clear, comprehensive and accessible information about the available provision and how to access it, and
 - To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Requirements for early years providers

The code of practice sets out that all early years providers must follow the safeguarding and welfare requirements of the EYFS Framework and the learning and development requirements. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

From birth to two – early identification

Parents' early observations of their child are crucial. Children with more complex developmental and sensory needs may be identified at birth. Health assessments, such as the hearing screening test, which is used to check the hearing of all newborn babies, enable very early identification of a range of medical and physical difficulties. Health services, including paediatricians, the family's general practitioner, and health visitors, should work with the family, support them to understand their child's needs and help them to access what early support they may access.

This support can take a number of forms, including:

- specialist support from health visitors, educational psychologists, speech and language therapists or specialist teachers, such as a teacher of the deaf or vision impaired. These specialists may visit families at home to provide practical support, answering questions and clarifying needs
- training for parents in using early learning programmes to promote play, communication and language development
- home-based programmes, such as Portage, which offer a carefully structured system to help parents support their child's early learning and development

Free Early Education (F.E.E)

When securing funded free early education (F.E.E) for two-, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN. This includes removing barriers that prevent children accessing early education and working with parents to give each child support to fulfil their potential. Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area.

Graduated Approach

Where a setting identifies a child as having SEN they must work in partnership with parents to establish the support the child needs. 5.38 Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school must inform the parents. All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.

Refer Special educational needs and disability code of practice: 0 to 25 years to for guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Record keeping

5.50 Practitioners must maintain a record of children under their care as required under the EYFS framework. Such records about their children must be available to parents and they must include how the setting supports children with SEN and disabilities.

SENCO

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is:
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- The role of the SENCO involves:
 - 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
 - The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
 - needs is the responsibility of all members of the setting.
 - We ensure that our inclusive admissions practice ensures equality of access and opportunity.
 - We use the graduated approach system for identifying, assessing and responding to children's special educational needs.
 - We work closely with the parents of children with special educational needs 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 ensure that the provision for children with special educational We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
 - We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
 - We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs.
 - We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.
 - We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
 - We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) or local alternatives, for example, Early Help Assessment.
 - We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
 - We provide resources (human and financial) to implement [our/my] Supporting Children with Special Educational Needs Policy.
 - We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
 - We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
 - We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action 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.

What is a EHC Plan?

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Funding for SEN support in the early years

Local authorities should ensure that all providers delivering funded early education places meet the needs of children with SEN and disabled children. In order to do this local authorities should make sure funding arrangements for early education reflect the need to provide suitable support for these children. Funding available, subject to eligibility and assessment by Local authorities:

- SEND Inclusion Fund

Every local authority must have a SEN inclusion fund to support early years providers in meeting the needs of individual children with SEN.

The SEN Inclusion Fund is money available to early years providers for supporting children with special educational needs and/or disability (SEND). The money is for use in the setting that the child attends and will be given to the provider to be used to support the needs of individual children with SEN.
- Disability access fund (DAF)

As we provide places for all 3- or 4-year-olds, we are entitled to receive disability living allowance (DLA). Our setting is eligible to receive disability access funding, which is £615 per child per year.
- If support is not granted or delayed by the local authority as a provider we must take immediate action to ensure our resources available are used to best of or ability to support the progress of children with SEN.
- As an early years provider we will work alongside multiagency or alternative providers to support the child.
- As an early years provider we assess each case on an individual basis and consider how best to use our available funds, workforce and environments to support children achieve their potential outcome.

This policy was adopted for: (Company Name)	
Held on:	8th August 2019
Signed on behalf of the management:	
Name of signatory:	Hayden McCann
Role of signatory:	Director

	Date:	Reviewed by:
Reviewed:		