



Woodmancote Preschool Group

Nurturing our future

Reg. Charity No. 1059409

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Special Educational Needs Policy

SENCO = Anita Robertson

Early Identification of needs and the timely provision of appropriate support, together with high aspirations, can help the majority of children with SEN or disability can achieve and make a successful transition into adulthood. We have high expectations of all our children and our aim is to give all our children the best start possible and enable a good transition into school. Our policy follows the Special Educational Needs and Disability Code of Practice, 0 -25 years issued by the Department of Education and Department of Health (Sept 2014). Our practice also follows the Statutory Framework of the Early Years Foundation Stage.

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made. Using our Keyworker System with regular observations and assessment enables the Keyworker to identify a child who may have difficulties early. All practitioners listen and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children themselves. Where we believe we have identified a need we will inform the parents at the earliest opportunity, to seek their views and include them in any additional support.

We will endeavour to ensure the child receives the support needed. All children with SEN will take part in activities alongside other children. We will not discriminate against any child with SEN or disability, putting in place reasonable measures to enable all children to access and take part in our Pre-school activities.

We use the non- statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning: When a child is aged between two and three, we will review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development.

Our Progress Check will identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) we will develop a targeted plan to support the child, involving other professionals such as, for example, our SENCO or the Area SENCO, as appropriate. Our summary will highlight areas where:

- Some additional support might be needed

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- There is a concern that a child may have a developmental delay (which may indicate SEN or disability)

However, where there are concerns, there will be an assessment to determine whether there are any other factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, or CAF will be adopted.

The special educational provision made for a child will be based on an understanding of their particular strengths and needs and will seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Support should be family centred and consider the individual family's needs and the best ways to support them.

We will adopt a graduated approach with four stages of action: These will follow the Gloucestershire's Graduated Pathway.

Assess

The keyworker, SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

Plan

Where it is decided to provide SEN support, and having formally notified the parents, the keyworker and the SENCO will 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 date for review. Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness. Any related staff development needs will be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

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The child's key worker remains responsible for working with the child on a daily basis. With support from the SENCO, they oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the keyworker in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the keyworker and the SENCO, working with the child's parents, and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

Transition

Our SEN support will include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. Pre-school will agree with parents the information to be shared as part of this planning process

Involving specialists

Where a child continues to make less than expected progress, we will consider involving appropriate specialists, for example, 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. The decision to involve specialists should be taken with the child's parents.

If progress is not made, despite all efforts, then we will consider requesting an Education, Health and Care needs assessment.

We will always co-operate with our local authority by providing requested information in order for them to complete an EHC. We will, when required, take part in any review of an EHC. This review will focus on the child's progress, what changes are needed to continue support or if any changes



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to outcomes are needed. Pre-school will prepare a report on the findings to everyone invited within two weeks of the meeting.

If an EHC is in place, it will be reviewed and amended in plenty of time to enable a satisfactory transition between Pre-school and school or other setting.

At all times, Pre-school will work with parents to ensure the best outcome for their child.