

## Special Educational Needs & Disability Also including CAF

This policy has been created with regard to:

- The SEND Code Of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2017)

### Special Educational Needs and Disability (SEND) Code of Practice

The preschool has regard to the statutory guidance set out in the Special Educational Needs and Disability Code of Practice (DfE 2015) to identify, assess and make provision for children's special educational needs. At Coton Green Church Preschool we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability: 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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Coton Green Church Preschool is committed to the inclusion of all children.

All children have the right to be cared for and educated to develop alongside each other to their full potential, through positive experiences, enabling them to share opportunities and experiences and develop and learn from each other.

The preschool believes that all children have a right to experience and develop alongside their peers, no matter what their individual needs.

Each child's needs are unique, therefore any attempt to categorise children is inappropriate. A positive and welcoming environment is provided throughout the preschool, where children are supported according to their individual needs.

Factors that may hinder children's progress are reduced to enable them to achieve to their full potential. All children have a right to a broad and well-balanced early learning environment.

Staff are committed to working alongside families in the preschool to enable them to help the child to develop to their full potential while considering their individual needs.

In addition to this, partnerships are formed with other agencies including the health and education authorities enabling staff to seek advice, support and training where required.

The preschool has a named Special Education Needs Coordinator (SENCO) whose role is to:

- Support all staff in understanding their responsibilities in relation to children with Special Educational Needs and offering further support and guidance where needed
- Ensure all staff understand the preschools approach to identifying and meeting Special Educational Needs requirements
- Closely involve parents throughout ensuring their inclusion on any action taken by the setting
- Communicate with the local authority in regard to the local offer and support available to the setting, child and families
- Liaise with professionals or agencies beyond the preschool
- Access relevant training including that delivered by the local authority
- Keep up to date with current legislation, initiatives and requirements.

Details of this person can be found on the Roles and Responsibilities document, which can be located around the preschool.

The SENCO will work closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the Special Educational Needs and Disability Policy of the preschool, always making sure plans and records are shared with parents.

All children are continually assessed and observed during their time at Coton Green Church Preschool, so their learning is built upon accordingly and to ensure the daily planning meets every child's individual needs.

Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) It is the duty of the nursery to carry out statutory duties to identify, assess and make provision for children's special educational needs.

The Code of Practice recommends that the preschool should adopt a graduated approach to assessment through SEN Support, having a strong emphasis on the principles of the EYFS, including involving parents and seeking expertise when needed.

Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs.

The SENCO will ensure that appropriate records are kept according to the Code of Practice. The preschool will support parents under the age of 25 who have additional needs, where possible. The SENCO will liaise with the local authority, to ensure the best outcomes for the family and the individual will be advised about the local offer.

Children's Individual Support Plans The SENCO, working alongside the staff team and parents, will assess and record the child's needs and provide a plan to identify future support.

A system of planning, implementing, monitoring, evaluating and reviewing plans for children with learning difficulties and/or disabilities will be used.

It will identify targets, methods and strategies to help aid the child in accessing all areas of the Early Years Foundation Stage curriculum – this will be completed by the SENCO, parents and the child's Key Person.

The views and preference of the child will be taken into account. This plan will be continually under review in consultation with the child and their parents. This will ensure that the child's progress is reviewed on a regular basis to ensure that the plan is meeting their needs.

The parents will be invited in for regular meetings to discuss their child's progress and make amendments to the plans if necessary. Once the support plan has been reviewed and new targets have been set for the child, if it is felt that the child will gain from receiving support from external agencies the SENCO will then seek external support and guidance by completing an early help assessment. Effective assessment of the need for early help Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator.

Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care.

This referral can be made by any professional.

### **Graduated approach**

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, settings should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by the SENCO and appropriate records will be kept according to the Code of Practice.

### **Assess**

In identifying a child as needing SEN support, the Key Person, working with the SENCO and the child's parents, will carry 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 will contact them, with the parents' agreement.

### **Plan**

Where it is decided to provide SEN support, and having formally notified the parents, the Key Person and the SENCO, in consultation with the parents, will agree 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.

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, and provided by practitioners with relevant skills and knowledge.

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

### **Do**

The child's Key Person will be responsible for working with the child on a daily basis.

With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support.

The SENCO will support the key person 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 will be evaluated by the Key Person and the SENCO in full consultation with the child's parents and taking into account the child's views.

Information will be shared with parents about the impact of the support provided.

### **Education, Health and Care (EHC) Assessment and Plan**

The preschool will consider requesting an EHC assessment where, despite 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.

Where a child needs an EHC Plan the SENCO and child's Key Person will work together with the local authority to provide them with advice on making decisions when developing the plan. It is at this point that additional support can be offered through the plan.

The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including:

- Evidence of the child's developmental milestones and rate of progress
- Information about the nature, extent and context of the child's SEN
- Evidence of the action already being taken by us as the early years provider to meet the child's SEN
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other bodies to ensure that the child receives the support they need to gain the best outcomes.

### **Local offer**

The local authority 'local offer' helps inform families what services are available within the local area such as health, education and transportation services. The preschool works in partnership with the local authority providing information on how are able to support children with SEND as well as their families.

The preschool will endeavour to provide the local authority with information about the facilities and practices on offer with regards to support for children with Special Educational Needs.

### **Allocation of resources**

The SENCO is responsible for ensuring that the preschool has the correct resources to meet the needs of individual children. Learning environments are organised with the individual needs of each child in mind. Staff are flexible with regard to room layout, routines, timings and access to appropriate resources. In addition to the above policy, the preschool also believes in:

- Informing and training staff to help in supporting parents and children
- Monitoring and reviewing the practice and provision and if necessary make adjustments and seek specialist equipment and services if needed
- Promoting positive images and role models during play experiences of those with additional needs wherever possible
- Celebrating diversity in all aspects of play and learning.

### **Settling into the setting**

All children will be given a full settling-in period when joining the preschool according to their individual needs. Throughout the settling-in period the individual child's needs and interests are discussed with the parents. Confidentiality is respected and information shared is used to best support a child's special educational need and/or disability.

### **Cause for concern**

If, at any time, staff are made aware of any concerns or the child's assessments show their development and progression gives a cause for concern, the following procedure will be adhered to:

1. The member of staff will consult with the SENCO.
2. The SENCO will then liaise with the child's parents and any professional agencies needed to find out as much as possible and anything that may affect their early learning care or needs.
3. The SENCO will explain their role to the child's parents and explain the next steps that will be taken to support their child.
4. Any previous reports will be read and shared with the appropriate people, such as the child's Key Person.
5. The child's Key Person will continue to regularly monitor observations carried out on the child's development with the support of the SENCO.
6. Any review meetings with the local authority or professional agencies will be attended by the SENCO and the child's Key Person if necessary.

### **Common Assessment Framework (CAF)**

Everyone wants better lives for children and young people.

Our preschool has high aspirations for this to be the best place in the world for children to grow up. The preschool wants to help identify children who are struggling/families earlier and help them before things reach crisis point.

The most important reason of doing this is for all professionals in the childcare workforce to pay attention to their progress and well-being, and be prepared to help if something is going wrong.

The CAF/Early Help is a shared assessment and planning framework for use across all children's services. It aims to help the early identification of children's additional needs and promote a coordinated service provision to meet them.

It is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met.

Children that are 'looked after' or who have 'additional needs' may require a CAF/Early Help assessment to identify, understand and articulate the full range of that child's needs.

Please note that a CAF/Early Help is a nationwide concept, which can be known differently within local authorities.

All staff must refer to the local authority policy and procedure for the correct terminology and guidance on implementing such documents.