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| **Safeguarding and Welfare Requirement: Equal Opportunities**  Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities. |

THORNGUMBALD PRESCHOOL

**9.2 Supporting children with special educational needs**

**Policy statement**

We are committed to the inclusion of all children. All children have the right to be cared for and educated to achieve the best possible outcomes, to share opportunities and experiences and develop alongside their peers. We provide a positive and welcoming environment where children are supported according to their individual needs.

We recognise that some children may have additional needs that may require particular help, intervention and support. These needs may be short-lived for a particular time in the child’s life or may require longer term support. At all times, we will work alongside each child’s parents and any relevant professionals to share information, identify needs and help the child and their families to access the support they need. We are committed to providing a childcare place, wherever possible for children who may have special educational needs and/or disabilities (SEND) according to their individual circumstances and the Setting’s abilityto make any reasonable adjustments on order to provide the necessary standard of care. We do this by:

* Liaising with the child’s parents
* Observing each child’s development and monitoring such observations regularly
* Liaising with any other relevant professionals engaged with the child and their family
* Seeking any specialist help or support
* Attending any assessment or review meeting with the local authority / professionals

**Procedures**

* We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give their name to parents. **Our SENCO is: Rebecca Coombs**
* We ensure that the provision for children with special educational needs is the responsibility of all members of the setting
* We use the graduated response system of: Assess / Plan / Do / Review for identifying, assessing and responding to the 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 children and their parents are at the centre of all stages of assessment, planning, provision and review of children’s education and care
* We provide parents with information on sources of independent advice and support
* 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 continue with professional development and training to provide the best quality education and care for children with special educational needs and meet the requirement for the SEND Code 2015 and the Statutory Requirements of the Early Years Foundation Stage
* 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 individual support plans for children with special educational needs
* We seek any additional help needed including Early Years Support and requesting an Education, Health and Care (EHC) Needs assessment where the Setting’s own actions are not helping the child to make progress
* We ensure that our inclusive admissions practice includes equality of access and opportunity
* We plan interventions and support, agree the outcomes and the expected impact on progress and a date for review
* We hold review meetings with parents at the agreed times and agree any changes or adjustments to support
* We keep records of the assessments, planning, provision and reviews for children with special educational needs and/or disabilities
* We provide a complaints procedure
* We monitor and review our policy annually

**Graduated Approach**

In line with the requirements of the Special Educational Needs and Disability Code of Practice, we take a graduated approach to working with children with emerging concerns and their families. This approach includes:

* Planning for the four areas of need: Communication and interaction, cognition and learning, social emotional and mental health, sensory and / or physical needs
* An analysis of the child’s needs including whether we should seek more specialist help for health, social services or other agencies
* An agreement about the interventions and support needed and the expected impact on progress and a date for review
* Implementation of the intervention or programmes agreed, including assessing the child’s response to the action taken
* A review of the effectiveness of the support and its impact on the child’s progress by the Key person, SENCO, the child’s parent(s) and the views of the child, including and agreed changes to outcomes and support
* Revisiting this cycle of action in increasing detail and frequency including seeking further specialist help to secure good progress until the SENCO, Keyperson, the child’s parent(s) and any other professionals involved, agree intervention is no longer needed or decide to request an education, health and care needs assessment

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

If the help given through the Settings graduated approach is not sufficient to enable the child to make satisfactory progress, we may request, in consultation with the parents and any external agencies already involved, an assessment of the child’s needs by the local authority. This is called and Educational, Health and Care (EHC) assessment. The assessment will decide whether a child needs an EHC assessment plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEND or a disability. The local authority will consult with parents and let them know the outcome of the assessment.

**Early Help Assessment**

If we believe a child and their family would benefit from support from more than one agency, for example, where a child may have difficulties linked to difficult domestic circumstances, we may request or participate in an inter-agency assessment to get early help for the family. This early help assessment aims to ensure that services are co-ordinated and not delivered in a disjointed way.

**Further Guidance**

* Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
* Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
* The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
* SEND Code of Practice (2015)

03/09/2021

*This document replaces policy adopted: 28/05/2021*