



## 38- Corner Stone Under 5s Inclusion Policy Special Educational Needs and Disability policy

### The aims of the policy for Special Educational Needs and Disability

Our Pre-school aims to have a regard to the Department for Children Schools and Families Code of Practice on Special Educational Needs and disability, the Disabilities Discrimination Act and also to the guidelines supplied to private and voluntary providers of Pre-school education.

- We aim to provide a welcome and appropriate learning opportunity for all children by making any reasonable adjustments.
- We aim to provide for the developmental needs of each child in the group.
- Staff meet regularly to identify children's needs and work as a team to develop the curriculum to suit.
- We also aim to include parents, staff, volunteers and all adults into our Pre-school by having a welcoming approach to all following guidelines in our Equality and Diversity Policy.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/childsupport/SEND](http://www.education.gov.uk/schools/childsupport/SEND)

One significant change arising from the reforms is that Statements of Special Educational Needs and Disability, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

### SEND Support

Where it is determined that a child does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a child with SEND is to help schools ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes

#### Assess

This involves clearly observing the child's needs using the key person's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.



## Plan

Planning will involve consultation between the key person, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. Special Educational Needs and Disability Policy (2014)

All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## Do

The key person remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main key person. They will work closely with the child to plan and assess the impact of support and interventions and links with SENCO. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

## Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and where necessary their parents. The key person, in conjunction with the SENCO will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child.

The pre-school employs a trained Special Educational Needs Co-ordinator (SENCO)

Our named SENCO is **Ruby Marwat**

## Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Key Persons
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

## Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Waltham Forest Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child. The annual review enables



provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **The arrangements, which have been made for co-ordinating the provision of education for children with SEND.**

It is the responsibility of the SENCO to;

- Monitor the progress and needs of children who have SEND by,
- Liaising with staff and supporting with drawing up EHC plans and evaluating them.
- Maintain and oversee all records for children with SEND.
- Advise staff on strategies for meeting children's SEND.
- Meet with Parents of children with SEND.
- Liaising with outside agencies such as Health and Social Services.

The pre-school will arrange for the SENCO to have "time out" to carry out specific tasks to the post.

### **The admission arrangements for children with SEND who do not have an EHC Plan in so far as they differ from the arrangements for other children.**

- Children with SEND, like all other children, are admitted to the pre-school after consultation between parents, the pre-school Leader and the Key person.

### **The kinds of provision for SEND in which we specialise and any special units.**

- We are committed as a pre-school to inclusion and in such take great pride in training our staff team as well as our SENCO in specific training in this area.

### **Staff have carried out training in the field in:**

#### **Ruby Marwat: Business Manager**

##### **Registered Fit Person**

Advance Special Educational Needs Level 4 – March 2018

SENCO Training – March 2018

SEN Modular 2009

CAF Training January 2010 updated in 2011

Inclusion Modular 2011 updated in 2012

Makaton Level 1 & Level 2

I.E.P writing course 2011/2012

Understanding Behaviour 2013

SENCO Refresher

#### **Iva Juma : Pre-school Leader & SENCO –**

##### **Registered Fit Person**

SEN modular course 2017

CAF training September 2013

SENCO Refresher

EHC Plan 2015

#### **Harshini Wanasundera Key Person & Deputy SENCO**

##### **Registered Fit Person**

SENCO training May 2017

Identifying SEN in Early Years (March 2018)

#### **Saima Taj Pre-school Assistant**

EHC Plan 2015

SEND Course via CCLD Level 3 2014

Developing Attention Skills in young children with ASD using a variety of strategies - Part 1 (Feb 2018)

Developing attention and listening skills in young children with communication difficulties – Part 2 (Feb 2018)



**Karen Monro: Key Person**

Introduction to children's SEND 2001.  
Managing children's behaviour 2002  
SEND Modular course 2006

**Tameka Dobbs: Key Person**

**Registered Fit Person**

EHC Plan 2015

**Rani Maan 1:1 SEND worker**

Special Educational Needs (SEN) Level 3 Course  
The importance of using visual support in settings

**Hayley Callus**

Special Educational Needs (SEN) Level 3 Course

**Naseem Malik**

Special Educational Needs (SEN) Level 3 Course

**Facilities for children with SEND including facilities which increase or assist access by children who are disabled.**

- We operate in a purpose built building which is all on one level, has disabled access, disabled toilets and changing room.
- We are able to "tap in" to other organisations such as The Early Years childcare support and inclusion team.
- The relevant staff members have had training in the use of such equipment.
- If it is felt that a child's needs cannot be met in the pre-school without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs (by using reasonable adjustments)

**The allocation of resources for children with SEND.**

If we have a child attending who has had a professional report, regarding the child's developmental age being below the age of 3, we will provide the following.

- We will ensure equipment provided when the child attends is suitable for children under 3.
- We will support the child's development using the Early Years Foundation Stage framework
- All of this will be carried out in liaison with the SENCO, key person and any other professionals involved.
- We have a small allocation in the budget to purchase equipment for children with SEND.
- We actively look for funding for children's SEND equipment, staffing and training.

**How children with SEND are identified and their needs determined and reviewed.**

Early intervention is critical to children's SEND.

- We draw upon the knowledge and expertise of the parent's when planning the provision for the child.
- Parents fill in an entry profile when their child begins pre-school this identifies any areas of SEND.
- The SENCO along with the Parents and key person (when possible) draw up an SEND Plan.
- The child's progress and achievements are shared and discussed with parents on a regular basis.
- SEND PLAN's are regularly monitored and reviewed with the key person and parent to ensure continuity.

Parents are aware of the arrangements for the integration and inclusion of children with SEND.

**Arrangements for providing access by children with SEND to a broadly balanced curriculum.**

- The curriculum is planned carefully to meet the known individual needs of all children.
- The curriculum is further modified on a short term planning basis to meet specific individual's SEND's.
- Extra support is available to enable access. Careful choices of resources are made to facilitate

## **How children with SEND engage in the activities together with children who do not have SEND.**

- Children with SEND are regarded as full members of the community and our provision is inclusive.
- Children have full access to the environment, resources, staff and activities.
- All children in the group, irrespective of their special needs, are encouraged wherever possible and appropriate to participate in all of the group's activities. .
- We take into account the wishes of the child concerned, in light of their age and understanding.
- We work in partnership with parents
- We take into account the views of individual parents in respect of their child's particular needs.
- Intervention for each child is reviewed regularly to assess their impact, the child's progress and the views of the child, their key persons and parents.
- We have a close co-operation between other agencies concerned and a multi-disciplinary approach to the resolution of issues.

## **How we evaluate the success of the education which is provided to children with SEND.**

**Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.**

### **CRITICAL SUCCESS FACTORS SECTION 1.6 SEND CODE OF PRACTICE**

- The culture, practice, management and deployment of resources in our pre-school are designed to ensure that all children's needs are met.
- We work to ensure that any child's SENDs are identified early.
- We exploit best practice when devising intervention.

## **Arrangements made relating to the treatment of concerns and complaints from parents of children with SEND concerning the provision.**

- We have in place a complaints procedure to which we would refer.
- Concerns and complaints about SEND provision should be addressed to the Manager who will respond by meeting with the parents/carers to discuss the situation. If this does not resolve the situation then the complaint should pass to the first level of the general complaints procedure.

## **Arrangements made relating to "in-service training" for staff in relation to Special Educational Needs.**

- Our staff attend wherever possible in-service training on SEND arranged by the Waltham Forest Early Years Partnership, The Pre-school Learning Alliance, Hamara, The Portage Service and any other relevant agencies providing training in the field
- An annual review of the whole staff team takes place to determine any training needs.
- Training is disseminated to the whole staff team

## **The use made of teachers and facilities from outside including links with support services for SEND.**

- Over the years we have built up a list of contacts and facilities which we call upon for support and advice on SEND.
- We work closely with the appointed key person and Area SENCO for the Waltham Forest Early Years Partnership currently operating in our area is Sajedah Valli.
- We also have the support of an Educational Psychologist Anna Griffiths

## **The role played by the parents of children with SEND.**

- We have in general an "open door" policy, which means parents can approach us whenever they have a concern and a time will be made for them; scheduled meetings for parents/carers room or space; social opportunities like coffee mornings etc.



- Referring parents to “The Local Offer” for further support.
- We believe that parents/carers views and contributions are valued and listened to.
- We recognise that you know your children best and have a great deal to contribute.

**Links with other Early Education Settings, including special schools.**

- We liaise with local special schools, especially those with early year’s provision
- We have SENDt staff to shadow workers in special schools to “tap into” resources and to pick up information and advice.

**Arrangements made for the transition of children with SEND between Early Education Settings or between Early Education Settings for the next stage.**

- We liaise regularly with our closest school, Barclay Primary School, where we have an excellent relationship with the Foundation Stage Outreach Worker and the SENCO of the school.
- We also liaise with other professionals during the transitional process.
- Records of SEND plans, portfolios and records of children’s achievements are passed on to the parent’s and to the Nursery or School with the parent’s permission.

**Links with health services, social services and educational welfare services and any other voluntary organisations which work on behalf of children with SEND.**

We have over the years built up relationships with various organisations such as portage workers, physiotherapists, speech and language therapists, sight and hearing specialists, Area SENCO for Waltham Forest Early Years Partnership, advice from The Pre-School Learning Alliance, Hamara, specialising in supporting children on the autistic spectrum and many more! We have been enriched with their support and advice in the area of children with SEND.

**Celebrating and reviewing the policy for Special educational needs**

This policy for SEND must be reviewed and evaluated annually. The responsibility for ensuring this review takes place rests with the management committee, and SENCO.

**The review should consist of the following;**

- Systems for identifying and assessing children with SEND
- The provision made to meet children’s SEND
- The record-keeping for children’s SEND
- The allocation of resources for children with SEND.
- Staff training for children’s SEND

**THIS POLICY HAS BEEN REVIEWED AS A REPORT TO PRODUCE THE OUTCOMES OF THE ANNUAL REVIEW OF ‘THE CORNERSTONE UNDER 5’ ‘POLICY FOR SPECIAL EDUCATIONAL NEEDS’**

**Currently the coordinator for SEND is Iva Juma**

This policy was agreed at an Under 5s AGM meeting held on.....14.5.2019..... (Date)

Signed on behalf of the preschool.....(Chair)