



Special Educational Needs and Disabilities Policy

Rationale

Tiggywinkles Pre- School is committed to providing an appropriate and high-quality education to all our children. We believe that all children, including those with special educational needs and disabilities (SEND) have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to develop an environment where all children can flourish, feel safe and reach their full potential.

Tiggywinkles Pre-School is committed to inclusion. Part of the pre-schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to foster a sense of community and belonging, and to offer new opportunities to all learners. This does not mean that we will treat all learners in the same way. We will respond to them as individuals, in ways which take account of their varied life experiences and needs.

We embrace and celebrate every child's uniqueness. We believe that educational inclusion is about equal opportunities for all, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for the achievement of different groups of learners:

- Gender
- Minority, ethnic and faith groups, Travellers, asylum seekers and refugees;
- Learners who need support to learn English as an additional language (EAL);
- Learners with SEN;
- Learners who are disabled;
- Those who are more able;
- Those who are looked after by the local authority;
- Others such as those who are sick; those who are vulnerable due to family circumstances;
- Any learners who are at risk of disaffection and exclusion.

Definition of Special Educational Needs and Disabilities

Children have SEND if they have a *learning difficulty or disability, which calls for special educational provision* to be made for them.

Children have a *learning difficulty or disability* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

If the child has a medical condition that requires some additional support Tiggywinkles Pre-School will refer to 'Supporting pupils at school with medical conditions' April 2014.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than 'special schools', in the area
- b) for children under two, educational provision of any kind.

This SEND policy details how Tiggywinkles Pre-School will do its best to ensure that the necessary provision is made for any child who has SEND. All practitioners will be aware of the special needs of individual children whom they teach. Tiggywinkles Pre-School will endeavour to ensure that our staff are able to identify and provide for those children who have special educational needs. Children with SEND will join in the activities of the setting together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the children with whom they are educated.

The setting will have regard to the **Special Educational Needs and Disabilities Code of Practice (2014)** when carrying out its duties toward all children with SEND. Children are classed as having Special Educational Needs and Disabilities if they have: 'a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same school age in mainstream schools or mainstream post-16 institutions' (Introduction xiv SEND Code OF Practice: 0 to 25 years, 2014)

Partnership with parents

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Tiggywinkles Pre-School recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Views of the child

Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them to make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. The views of the child will be determined through focused observations of their engagement in tasks, the choices that they make in regard to participation in activities and through discussions with parents.

Identification, Assessment and Provision in Early Education Settings

The Early Learning Goals set out what most children will have achieved by the end of the Foundation Stage. We recognise that children will progress at different rates during the Foundation Stage and some children will not be achieving the expected norms. Such children will need differentiated learning opportunities to help them progress and regular monitoring of their progress.

Graduated approach

Monitoring of individual children's progress throughout the Foundation Stage is essential. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning. On-going difficulties may indicate the need for help above that which is normally available for children in the setting.

The key test for action is evidence that the child's current rate of progress is inadequate.

Adequate progress

Adequate progress can be defined in a number of ways. It might, for instance, be progress that:

- closes the attainment gap between the child and the child's peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

Once practitioners have identified that a child has special educational needs or disability, the setting will intervene through School Support and implement a graduated approach to support that child. The SENDCO (Special Educational Needs Co-ordinator) will be involved from the outset and may need to seek advice and support from external agencies. Informing parents to contribute their knowledge and understanding of their child and raise any concerns they may have about their child's needs and the provision that is being made for them, is an essential initial step.

Responsibilities for SEND at Tiggywinkles Pre-School

The Head teacher has responsibility for the day-to-day management of all aspects of the pre-school's work, including provision for children with SEND. In 2014, the Special Educational Needs and Disability Code of Practice came into effect. This highlights that all children and young people are entitled to an education that enables them to make progress. It is the SENDCO's (Special Educational Needs Co-ordinator) responsibility to work with families to identify children who may need additional support to access the curriculum or require special resources.

Tiggywinkles Pre-School's designated Special Educational Needs Co-ordinator (SENDCO) is Julie Stephens (BA (Hons) Early Years, NCFE Cache Level 3 Award for Special Educational Needs Coordinator in Early Years Settings (2023)).

The SENCO

The role of the SENCO is to ensure that the setting actively promote inclusive practice and supports children who have Special Educational Needs and Disabilities within the setting.

They will oversee the daily operation of the pre-school's SEND policy and coordinating provision.

- Regularly review the SEN and disability policy and practice and discuss and agree how to implement it.
- Promote an ethos of inclusive practice within the setting.
- Ensure staff recognise their responsibilities to children with SEN. Guide and support staff with the early identification of children with special educational needs. Implement SEN support and the graduated approach of assess, plan, do, review to meet the outcomes identified for the child.
- Co-ordinate provision for children with SEND and support practitioners with their concerns about a child.
- Ensure that relevant background information about individual children is collected, recorded and up-dated, and that all written records are completed and referral forms are completed supported by the child's key worker.
- Liaise closely with parents of children with SEND and ensure that their insights inform action at all stages.

- Ensure the children's views are considered, drawing from a number of sources including learning journals, observations and their parents.
- Liaise with other professionals, including those from outside agencies.
- Arrange regular review meetings with parents and other professionals.
- Ensuring that the pre-school keeps the records of all pupils with SEND up to date.
- Follow all confidentiality and data protection rights.

They will take personal responsibility for their continuous professional development by:

- attending professional development opportunities including external training to support areas for development identified during annual appraisal
- sharing elements of training relating to SEND with practitioners during staff meetings.

All practitioners at Tiggywinkles Pre-School have good knowledge of child development and are involved in the identification, assessment and provision for children with SEND and in the development of SEND policy. We also have other members of staff who have undertaken additional training and experience of working with children with SEND.

The key worker assigned to a child with SEND is responsible for working with them on a daily basis, keep observational notes and plan and deliver an individualised programme. We share our concerns as soon as possible and discuss what support can be provided within the setting, as well as the possibility of referring the child for support from external agencies, if appropriate. Any discussions will be kept confidential at all times and the child will only be discussed with other agencies with permission.

SEN support

If a child is identified as having a special educational need, interventions are devised that are additional to those provided as part of the setting's usual curriculum. The triggers for intervention through SEND support could be concern about a child who despite receiving appropriate early education experiences:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness;
- continues working at levels significantly below those expected for children of a similar age in certain areas;
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting;
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment;
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

If practitioners in consultation with parents conclude that a child may need further support to help them progress, staff should seek the help of the SENCO. The SENCO and colleagues will collect all known information about the child and seek additional information from the parents. In some cases, outside professionals from health, social services or the education psychology service may already be involved with the child. If external professionals have not already been working with practitioners, the SENCO should contact them if parents agree at:

<https://www.bracknell-forest.gov.uk/children-and-family-services/childcare/information-early-years-providers/funding-information-early-years-providers/child-development-centre>

If staff have concerns regarding a child's speech, language or communication skills, parents will be advised to attend a Speech and Language Drop-in clinics arranged by the Local Authority at:

<https://www.bracknell-forest.gov.uk/children-and-family-services/family-hubs/family-hub-activities/communication-and-language-support>

Nature of intervention

The SENCO and the child's key worker, in consultation with parents, will decide on the strategies needed to help the child to progress in the light of their earlier assessment. These strategies will comprise of individualised arrangements for learning and teaching.

These arrangements may include:

- extra adult time in devising the nature of the planned intervention and monitoring its effectiveness;
- the provision of different learning materials or special equipment;
- some individual or group support or staff development and training to introduce more effective strategies;
- access to LA support services for one-off or occasional advice on strategies or equipment;
- staff training to provide effective intervention without the need for regular or on-going input from external agencies.

Graduated Approach



We follow the SEND Code of Practice (2014) recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents/carers, 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 our SENCO and appropriate records will be kept according to the Code of Practice.

● **Assess**

In identifying a child as needing SEND 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 SEND 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 are identified and addressed. Parents/carers 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.

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas;
- continues working at an early-years curriculum substantially below that expected of children of a similar age;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service;
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When the pre-school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The resulting play plan for the child will set out new strategies for supporting the child's progress. Delivery of the play plan will remain the responsibility of Early Years practitioner.

Requests for an Education, Health and Care Needs Assessment

For a very few children the help given by the early education setting through SEND Support will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. Where a request for a statutory assessment is made to the LA (Local Authority), the child will have demonstrated significant cause for concern and the setting will provide evidence to the LA detailing:

- The school's action through SEND support;
- Records of regular reviews and their outcomes;
- The child's health including the child's medical history where relevant;

- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Strategies advised by a Speech and Language Therapist for those children with a speech and language delay;
- Views of the parents and of the child;
- Involvement of other professionals;
- Any involvement by the social services or education welfare service.

When the LA receives a request for an Education, Health and Care (EHC) needs assessment it will work co-operatively with parents, the child's educational setting and, as appropriate, other agencies, as to whether an EHC needs assessment of the child's special educational needs is necessary. Where the evidence presented to the LA suggests that the child's learning difficulties may call for special educational provision which cannot reasonably be provided within the resources normally available to the setting, the LA has a duty to gather advice from relevant professionals about the child's education, health and care needs, desired outcomes and special educational, health and care provision that can be required to meet the identified needs and achieve the desired outcomes. Tiggywinkles Pre-School will co-operate with the LA by providing the requested advice and information.

Providing the support specified in the EHC plan

Tiggywinkles Pre-School will have been involved in the development or review of the EHC plan to determine what can be provided from within the pre-school's own resources and what will require additional external expertise or further funding from the LA.

Reviewing an EHC Plan

EHC plans are reviewed every term. Reviews focus on the child's progress towards achieving the outcomes specified on the EHC plan and must consider whether these outcomes and targets remain appropriate. Tiggywinkles Pre-School refers to guidance provided in 'The Early Years: Guide to the 0 to 25 SEND code of practice 2014' to guide the review process.

Funding

Information regarding funding for extra support can be found at the link below:

<https://www.bracknell-forest.gov.uk/children-and-family-services/special-educational-needs-and-disability/send-local-offer>

What if we are unable to provide everything a child with SEND needs?

Tiggywinkles Pre-School will always grant admissions unless we feel that we are unable to meet a child's needs due to lack of funding, resources, training, external support, staff time, etc., we will need to review the suitability of the childcare place. It may be in the best interests of the child for parents/carers to find alternative childcare, in a setting that is better equipped or has a higher ratio of staff per child. Any such issues will be discussed with parents/carers at the earliest opportunity and they will be given a reasonable amount of time to find childcare that is more suitable for their child before their contract ends. However, if anyone's safety and/or wellbeing is at serious risk, the contract may need to be terminated with immediate effect.

Transition to school

We recognise that transition to school is a potentially anxious time for the child and their family when the child needs extra support and so we do all we can to make it as smooth as possible. For children with SEND we talk to the parents about what their needs are likely to be when they reach school age.

During the summer term we will arrange a meeting with parents, pre-school staff, the receiving school and any professionals needed (e.g. speech and language therapist) to share progress, strategies and support needed to help the transition to another setting/school.

For some children with complex needs, transition to school may involve requesting support through an Education, Health and Care Assessment and Plan. This may be because they will need a very high level of support within mainstream school or because there is an agreement that a specialist provision may be appropriate.

We welcome visits by teachers of the children's chosen schools during the summer term. This means that the children can get to know their teachers and the teachers can see what they do at the pre-school. We aim to share as much practical information as possible so that the children can continue to be supported by successful strategies in their new school.

Further guidance

Children and Families Act 2014 (Part 3)

Early Years Foundation Stage Statutory Framework (DfE 2014)

Equality Act (2010)

Special Educational Needs and Disability Code of Practice (2015)

Statutory Framework for the EYFS (2021)

The SEND Code of Practice 2015

Special Educational Needs and Disability (SEND) Code of Practice

Working Together to Safeguard Children (DfE 2018)

