

Early Excellence Centre

Special Educational Needs and Disability (SEND) Policy

RECORD OF UPDATES

SPECIAL EDUCATION NEEDS/DISABILITY POLICY	
Date Created	February 2015
Reviewed	May 2016
Review due	January 2019

DOCUMENT VERSION CONTROL		
Issue No.	Issue Date	Summary of Changes
1	February 2015	Original Policy
2	November 2015	Wording changes
3	May 2016	Document changes
4	May 2017	SENCo list
5	Jan 2018	SENCo list updated

Special Educational Needs and Disability (SEND) Policy

Statement of intent

Our vision for The RISE Trust Early Excellence Centres is to provide a warm, caring and stimulating environment in which **all** children are supported to reach their full potential. As parents/carers are the first educators and have so much knowledge regarding their child's personality and development, we want to work sensitively and in close partnership with them by valuing their input and supporting them with important decisions about their child's education. All children and young people are entitled to the best possible educational provision and we want them to:

- achieve their best by preparing them effectively for continued educational success.
- become resilient and confident individuals with the life skills to enable them to live fulfilling lives.

Definition of Special Educational Needs (SEN)

The Special Educational Needs and Disability Code of Practice: 0 – 25 years (January 2015) states:-

xiii. 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.

xiv. 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 xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

'Children and young people who have SEN may also have a disability under the Equality Act 2010.'

Aims

- To have due regard for the Department for Education and Department of Health Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015).
- To ensure that responsibility for provision for children with SEND remains an integral part of our provision.
- To ensure that children and young people with SEN can engage successfully in all activities alongside children who do not have SEN, including making reasonable adjustments for those children with a disability so that they have good access to the curriculum and our learning environments.
- To work in close partnership with parents, Wiltshire Council and other key agencies so that the needs and strengths of each child with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision
- To ensure a high level of staff expertise to meet children's need through universal and targeted training/continued professional development
- To promote independence and resilience in children with SEND so that they are well prepared for transition to school, on their pathway to adulthood.
- To promote children's rights and entitlements to be '*strong, resilient and listened to*' (Appendix 1)

What we offer at The Rise:

- We have a named, designated member of staff as a Special Educational Needs Co-ordinator (SENCO) in each Early Excellence Centre.
Charter EEC – Tracy Lawrence
RISE EEC – Emma Williams
Spring EEC – Kirsty Mortimer
- We provide a statement showing how we provide for children with SEND including a link to information available on the Wiltshire Local Offer <https://www.wiltshirelocaloffer.org.uk/useful-documents/>
- We ensure that the provision for children with SEND is the responsibility of **all** members of staff and all their views are listened to.
- An inclusive admissions practice that ensures quality of access and opportunity.
- A physical environment that is suitable for children with disabilities making reasonable adjustments where required and if possible.
- We work closely with parents/carers of children with SEND to create and maintain a positive partnership.
- Information is shared with parents/carers at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents/carers with information on sources of independent advice and support.
- Liaison with other professionals involved with children with SEND and their families, including transfer arrangements to other schools and settings.

- Use of the Wiltshire Indicators and Provision Document for identifying, assessing and responding to children's special educational needs.
- We work together to provide a broad and balanced curriculum for all children and where necessary to provide a differentiated curriculum to meet individual needs and abilities.
- Use of a system of planning, implementation, monitoring, evaluation and review of individual play plans (IEPs) for children with SEND.
- We ensure that children with SEND are appropriately involved at all stages of play, taking into account their levels of ability.
- Use of a rigorous system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide resources (human and financial) to implement our SEND policy.
- We ensure the privacy of children with SEND when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer e.g. Makaton trained staff.
- We ensure the effectiveness of our SEND provision by collecting information from a range of consultations, inspections and complaints. This information is collated, evaluated and reviewed.
- We provide a complaints procedure.
- We acknowledge and make reasonable adjustments for any dietary or medication requirements.
- We acknowledge and support children with additional languages utilising the support of Early Help teams in Wiltshire, as well as other community members when appropriate.

Identifying Special Educational Needs

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind their peers or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when children join the EEC, taking into account information from any previous settings or agencies as appropriate
- Half-termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies

As well as progress in the three prime areas, progress in other areas will also be considered across the Early Years Foundation Stage (EYFS) curriculum.

In determining whether a child may have SEN, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

We acknowledge that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEN.

Before deciding that a pupil requires additional SEND support the SENCO and members of staff will review current arrangements to meet the child's needs and consider any further modifications and adaptations that should be put in place to support good progress.

How we will meet the needs of a child with SEN.

When it is evident that a child will require higher levels and more tailored support we will offer a graduated approach for **Additional SEN Support**. Parents will be fully involved and information will be shared regarding how we can work together. Their child will receive this additional support and progress will be monitored closely. In some cases an Individual Education Plan (IEP) will also be written, in conjunction with parents and other outside agencies, to set out specific targets that a child may be working towards.

The SEN Register

The register provides an updated record of all children receiving additional SEN support so that:

- progress and achievements of pupils with SEND can be more closely monitored
- there is an overview of the range and level of need across the setting(s)
- our provision reflects and is responsive to current profile of need
- close monitoring of this register also provides evidence to show impact of the provision provided for children with additional needs.

Once identified as requiring additional SEN support, children will receive an enhanced package of support to remove barriers to learning. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the Special Educational Needs and Disability Code of Practice January 2015.

The Graduated Response:

ASSESS: Once identified as requiring additional SEN support a more detailed assessment of the child's needs will be carried out. This will include discussions with parents and, when appropriate, the child. It may draw on assessments and reports from external agencies involved with the child such as speech and language therapists. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each child's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

We recognise that it is highly likely that the needs of a child will overlap across one or more of these areas of need and that needs may change overtime. This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN:

We will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focused with the desired benefit or difference from any intervention is clearly identified. This will support the evaluation of the impact of any provision.
- Highlight the ways parents can support their child at home.
- Be recorded on individual education plans (IEP)
- Be shared by the key person with other members staff so that they are fully aware of the desired outcomes.

Parents will receive copy of this plan with the date when it will be reviewed.

DO (intervention):

A child's Key Person with the support of the SENCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the Early Years Foundation Stage curriculum to maximise learning opportunities and consolidate key skills within the setting.

REVIEW:

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date and should be evaluated by the practitioner and the SENCO working with the child's parents and where possible, 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. Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to specialist agency.

In some cases, a My Support Plan can be opened with agreement from parents. My Support Plans are used for children and young people with special educational needs who are not making adequate progress towards outcomes despite cycles of evidence-based SEN support. This non statutory assessment and intervention plan is completed in partnership with parents, so parents have clear information about the impact of the support provided and can be involved in planning next steps.

Where a child's needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Where possible the child's response to the support.
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Education Health and Care Plans:

Occasionally, if a child's needs and outcomes have been monitored and reviewed over a number of cycles as part of the Graduated Response to SEND Support and insufficient progress made or a child has more significant needs that will require a more comprehensive and individualised package of support to help achieve their outcomes and remove barriers to learning, a request for an Education Health and Care Plan (EHC plan) assessment can be made. Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies can make a request to the Local Authority and if the criteria is met, a SEND Lead Worker will be assigned to complete this work. If an EHC plan is awarded, it will be reviewed at least annually, in accordance with its statutory duty.

Removal from the SEN Register

If a pupil makes good progress and achieves the outcomes set they will no longer require additional SEN support and his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continued to be monitored regularly as part of the regular tracking for all children.

Meeting the needs of pupils with medical conditions

We take steps to ensure that children with medical conditions get the support required to meet those needs as set out in the EYFS framework. We provide children with medical conditions with the same opportunities and access to activities as other children. In compliance with revised statutory guidance, arrangements are in place to ensure that any child with a medical condition is able, as far as possible, to participate in all aspects of the EYFS curriculum and achieve their academic potential and no child will be denied admission or prevented from taking up a place in our Early Excellence Centres because arrangements for their medical condition have not been made.

Please refer to The Rise Trust Administering Medicines policy

Transition Arrangements

For any child with SEND moving into school or moving to a different setting, an Early Years Transfer form will be completed and will be signed by parents before any information is shared, in order to support a positive transition for the child.

For a child with a My Support Plan or an EHC Plan, a transition meeting will be arranged in partnership with parents, to invite the receiving setting/school and other professionals working with the family, to enable information and strategies to be shared.

Funding and Resources

We receive Free Entitlement funding and where appropriate Better2gether funding (2 year funding) from the Local Authority. For children with a higher level of need, we can apply for Inclusion Support funding from the Local Authority, which can be used for training, resources or support which is additional or different from what we normally provide. This will support the inclusion of children who have a disability or difficulty that creates a barrier to their learning.

Training

Where possible, staff attend training as part of their continued professional development. Where it is essential for staff to be trained to support children with medical conditions, they will attend training delivered by the relevant health professional(s).

The SENCO also provides regular training that is needs led for the staff of our Early Excellence Centres.

The SENCO Roles and Responsibilities

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting

Monitoring and evaluating SEND Provision

As part of our process of continual review and improvement of provision for all children, including those with SEND, the managers, our Early Years Teacher and SENCO moderate and analyse data to ensure interventions are effective and appropriate.

Dealing with Complaints:

Please refer to The Rise Trust Complaints & Grievance procedure Policy

Anti Bullying:

We are committed to providing a caring, friendly and safe environment for all our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. Any incidents will be dealt with promptly and effectively. We regularly review our anti-bullying policy and practices.

Please refer to The Rise CHILD FRIENDLY ANTI-BULLYING POLICY

Disability Access Arrangements:

We are committed to making every effort to enable access to our EECs for children with special educational needs and disabilities. In compliance with the duties set out in the Equalities Act 2010.

Resources:

4Children – SEN & disability in the Early Years toolkit (SEN folder in RISE directory)

- We promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

What it means to promote children's rights and entitlements to be '*strong, resilient and listened to*'.

To be strong means to be:

- Secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- Safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;
- Self assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- Included equally and belong in early years settings and in community life;
- Confident in abilities and proud of their achievements;
- Progressing optimally in all aspects of their development and learning;
- Part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respect the rights of others in a diverse world; and
- Able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

- Be sure of their self worth and dignity;
- Be able to be assertive and state their needs effectively;
- Be able to overcome difficulties and problems;
- Be positive in their outlook on life;
- Be able to cope with challenge and change;
- Have a sense of justice towards themselves and others;
- Develop a sense of responsibility towards themselves and others; and
- Be able to represent themselves and others in key decision making processes.

To be listened to means:

- Adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
- Adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- Adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- Adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.