**Special Educational Needs and Disabilities Policy**

**Compliance:- This policy should be read in conjunction with: Data Collection Policy, SEND Code of Practice 2014, The Equality Act 2010, Admissions Policy, Parent partnership Policy, Safeguarding Children, Inclusion and Diversity policy, Behaviour policy. Also EYFS 2021.**

**Links to services and useful information regarding professional assessment of children i.e. ASC, EHCP are available on our website – www.patchamvillagepre-school.com**

**Patcham Village Pre-school’s SENCO is Clare Levine, supporting SENCO is Laura Wragg**

**Aims and Values**

The policy is designed to promote the general aims of Patcham Village Pre-school through;

* *Offering a broad and balanced curriculum with as much access to the Early Years Foundation Stage (Sept. 2021).*
* *Ensuring that every teacher is a teacher of every child including those with SEND*
* *That all the children with SEND engage in activities and are fully included*
* *To develop a support system and strategies that enables the SENCO’s (Clare Levine and Laura Wragg) to work with the whole setting team to work effectively with children, parents, carers and outside agencies.*
* *Adopting a positive approach, building on children's strengths and taking into account their wishes and interests in the light of their age and understanding.*
* *To involve parents - working partnership.*
* *Making roles and responsibilities explicit with regard to the Code of Practice i.e. Manager, SENCO’s, staff, parents, outside agencies and children themselves.*
* *Monitoring and reviewing individual needs of children, enabling early identification and to facilitate early intervention.*

**Definition of SEND**

A child with SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her. Has a significantly greater difficulty in learning than the majority of others of the same age. 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 by relevant early years providers. We **will not** directly or indirectly discriminate against, harass or victimise disabled children. We **will** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. At Patcham Village Pre-school we have a robust risk assessment process which takes account of the needs of all children. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements will be considered as part of SEN planning and review.

**Roles and responsibilities**

It is the responsibility *of* the parents to keep staff informed about issues that may affect their child.

Laura Wragg (Manager) regularly reviews the training needs *of* staff in order to ensure they can provide effectively for the needs *of* the children in their care, identifying training which will enhance their practice. Ongoing training needs are accessed by staff and the manager on a daily basis through reflective practice, also through annual appraisals and supervision meetings. The settings SENCO will attend regularly the LA’s SENCO network meetings (when in order to keep up-to-date with local and national updates in SEND). As part of the settings program to ongoing training, SENCOs will attend PRESENs training specific to SEND.

Where it is deemed necessary to employ a support assistant for a child, this person will be recruited using our ‘Safe recruitment’ policy.

**Identification of Special Educational Needs**

Parents or agencies may inform us about a child’s development. Staff may become aware that a child is experiencing difficulties through their observations and monitoring. Many early concerns respond to the general strategies that we use to help children with their learning. If a child does not make progress despite this support, further action will be indicated.

The SEND Code of Practice supports our understanding of the interrelatedness of the prime areas and identifies four broad areas of need:

* Communication and interaction
* Cognition and learning
* Social, emotional and mental health
* Sensory and Physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action Patcham Village Pre-school needs to take, not to fit a child into a category. In identifying the needs of all children at Patcham Village Pre-school we take a holistic view of the child which will include not just the special Educations needs of the child.

The SENCO’s at Patcham Village Pre-school are Sophie Wheeler and Rebecca Clark. They will work closely with staff to co-ordinate responsibility for the day to day operation of the policy and co-coordinate Individual support for children on the SEND register; it is the responsibility of Sophie Wheeler and Rebecca Clark to keep the register up-to-date.

Staff will work closely with the SENCO in order to support and provide a differentiated curriculum all for children.

The SENCO will work closely with staff, parents and other agencies involved in the child’s learning and development in writing up Individual Support Plans plans (ISP); these will clearly outline:

* Assessment of the child - The starting point.
* Ideas from/to home.
* The Plan – Target – A review date.
* Do – The activities to be put in place to support the plan.
* Review – Final evaluation

**Graduated Approach to SEN Support:**

* **ASSESS:-**

All parents whose children join Patcham Village Pre-school will complete a ‘New starter form’ this provides us with an initial insight into the child and highlights any anxieties parents may have about their child’s development. Immediately on joining Patcham Village Pre-school the child’s key-person will begin observing and assessing children; all are assessed when they join the pre-school, so as we can build upon their prior learning. After three weeks a baseline of the child’s development will be written into our progress tracker system; this will provide a snapshot of the whole child in relation to learning and development.

* **PLAN:-**

If our assessments show that a child may have a learning difficulty, we use a range of strategies making full use of all available resources and concentrating focus on a particular area of learning and differentiating provision accordingly. An Individual Support Plan (ISP) is written up for the child, this will be agreed between setting, parents and any other agencies involved and will have clear targets and a date for review.

* **DO:-**

In liaison with the SENCOs the child’s key-person will put into place the ISP, this will be in addition to other activities and experiences provided as part of the pre-schools usual working practices; such provision may entail small group work.

* **REVIEW**

On the review date the SENCO, parent and key-person will together evaluate the ISP, if there is inadequate progression following the plan, in collaboration with the parents the SENCO will take the lead in further assessing the needs of the child and refer to the appropriate agency for advice and support: BHISS (Brighton and Hove Inclusion Support Service) or Front door for Families The cycle of ASSESS, PLAN, Do and REVIEW will Continue.

**Planning: for and Resourcing the Identified Needs**

Once a child's needs have been identified the SENCO and key-person meet to plan a structured and flexible response that enables an effective and efficient provision for the child.

Patcham Village Pre-school records for our own purpose an SEND register; here will we record the name of the child and all agencies working with the child/family; this is kept up-to-date by Clare Levine.

**Working: with parents of children with Individual Support Plans**

At Patcham Village Pre-school we believe that through working in partnership with parents we can provide the best possible early learning experiences for young children.

In providing for children with ISPs we are eager to involve their parents as much as possible in identifying appropriate targets and strategies in meeting these needs. The SENCO will work closely with parents and offer suggestions for ways of supporting learning at home and sharing approaches in pre-school and the home.

Parents will be kept informed of their child's progress through:

* By applying our open-door policy to all parents; enabling parents to come into the setting at any time to suit them.
* Informal discussion at the beginning and at the end of their pre-school session with the Management, SENCO, or key-person.
* The two year progress check
* Bi-annual progress updates for all children.
* Regular reviews of targeted measures and target setting.
* Meetings with representatives of any external agencies involved with their child's learning in the pre-school.
* Record keeping and observations

**Reviewing and monitoring progress.**

Reviews will be held between the SENCO’s and key-persons every six weeks.

At this time a new ISP will be written up. Consideration is given to the extent to which targets have been met and appropriate new targets set.

In setting targets, staff work closely to ensure that these are SMART;

* Specific
* Measurable
* Achievable
* Realistic
* Time rated

At anytime during the period that a plan is in operation, targets may be revised to reflect the progress for the needs of the children. Parents are invited to meet with the SENCO every six weeks at the review period to agree the new targets set for their children and discuss the most appropriate strategies for achieving these.

**The Learning: Setting:**

Wherever possible, the ISP for a child will be created from the ongoing learning in the Pre-school.

This approach is designed to ensure that children needing additional support are integrated with their peers, given access to the same breadth of curriculum and are perceived by themselves as well as their peers to be valued part of the pre-school.

**Local offer -** [**http://www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer/welcome-brighton-hoves-local-offer**](http://www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer/welcome-brighton-hoves-local-offer)

Local authorities (Brighton and Hove) **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they ‘expect to be available’, local authorities should include provision which they believe will actually be available.

The Local Offer has two key purposes:

• To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it,

• To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Patcham Village Pre-school will contribute to the local offer by ensuring that information which Brighton and Hove City Council hold about us is current and up-to-date.

**Compulsory progress check at two years of age:-**

* Prior to the two year check taking place it will be agreed with parents the most useful point to provide the summary – generally this will be within three weeks of the child settling.
* When a child is aged between two and three, the child’s key-person will review their progress and provide parents with a short written summary of their child’s development in the prime areas. The check identifies the child’s strengths and any areas where the child’s progress is less than expected. Where there are significant emerging concerns or an identified SEN/disability, we will develop a targeted plan to support the child’s future learning and development in collaboration with the key-person, SENCO and parents. If a child moves setting or shares care with another setting, the progress check will be carried out by the setting where the child spends the most time.
* Parents are encouraged to share the summary of development with other professionals, including their Health visitor.
* The child’s key-person will carry out the check.

***Bullying***

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

If a child bullies another child or children:

* we show the children who have been bullied that we are able to listen to their concerns and act upon them;
* we intervene to stop the child who is bullying from harming the other child or children;
* we explain to the child doing the bullying why her/his behaviour is not acceptable;
* we give reassurance to the child or children who have been bullied;
* we help the child who has done the bullying to recognise the impact of their actions;
* we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
* we do not label children who bully as ‘bullies’;
* we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
* we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
* We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

**Concerns complaints/further reference**

Any concerns regarding the SEN policy or the provision made for children with special educational needs should be addressed in the first instance to the manager or supervisor. If parents need further advice they are welcome to arrange a meeting with the SENCO. If they are still not satisfied that their concerns are being addressed they should arrange a meeting with the Pre-school Manager; refer to Patcham Village Pre-school Complaints policy.

Independent advice and support is available from the Partnership with Parents Service, Amaze Tel 01273 772289

The Disability Rights Commission Tel 08457 622 633 provides a range of information and guidance on the Disability Discrimination Act. This organisation would be able to advise if the concern relates to an issue of possible discrimination of a disabled child.

 Ofsted:- Telephone 0300 123 1231

**Admission and transfer arrangements**

It is our intention to make our pre-school genuinely accessible to all children and families with reasonable adjustment.

When children who are on the SEND register transfer to other settings, reports and other relevant documents are submitted to the receiving settings. When care is shared between two settings we will ensure that the other setting receives copies of the ISP.

This policy was reviewed by Patcham Village Pre-school on October 3rd 2022 and replaces previous policy: 5th July 2020

Signed by

Laura Wragg (Manager)

Date