



SEND POLICY

St George's Pre-School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Staff Responsible:	Pre-School Manager
Date of Review:	September 2018
Date of Next Review:	September 2019

VERSION CONTROL

Date	Change
September 2018	Unchanged policy moved to new format

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Connect Schools Academy Trust welcomes and includes all children with additional needs and/or disabilities. We provide an environment in which all children are supported to reach their full potential. This SEND policy details how the Trust will do its best to ensure that the necessary provision is made for any pupil who has SEND. We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.

The principles underpinning this policy are:

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- articles 7 (children with disabilities) Part 3 and 24 (education) of the UN Convention of the Rights of Persons with Disabilities
- Equality Act 2010
- SEND Code of Practice 0 – 25 (January 2015)
- Admissions Policy
- The Special Educational Needs and Disability Regulations 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2018)
- The Early Years Foundation Stage Statutory Framework 2017
- Safeguarding Policy
- Accessibility Plan
- Keeping Children Safe in Education (2018)

The aims of this policy are:

- to remove barriers to learning so that every child achieves their full potential regardless of SEND
- to ensure that all pre-school staff have high expectations of all children in order to develop children's independence, resilience and self esteem
- to ensure children develop into confident lifelong learners who will be of a benefit to the wider community and able to sustain themselves as independently as possible throughout life
- to identify the specific needs of children with SEND at the earliest opportunity and meet those needs through a range of strategies to improve the outcome for the child. This will maintain the effective transition between pre-school and formal education as this is a vital ingredient for successful inclusion.
- to provide a SENCO who will work to implement the SEND policy
- to work in partnership with the local authority and other services on the Local Offer and, when relevant, implementation of Education, Health and Care plans.
- to provide support, advice and training for all pre-school staff working with children who have SEND
- to regularly monitor achievement to ensure appropriate levels of progress

Current practice ensures:

The pre-school seeks to promote a stimulating, challenging and caring environment whereby a child can develop independence and confidence in their abilities and experience the full range of educational and social opportunities available to their peers. We will develop sensitivity to individual needs, ensuring the child with SEND has full access to a broad balanced curriculum through the following:

- We designate the pre-school manager to be the special educational needs coordinator (SENCO) and give this name to parents. The Senco works closely with other colleagues and has responsibility for the day-to-day operation of supporting children with SEND and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the pre-school setting. We do this by ensuring pre-school staff are adequately trained or briefed about individuals' needs, requirements, EHCPs etc.
- If the child's individual needs meet the relevant criteria, we apply for 1:1 support for the child by way of SIPS (Supporting Inclusion in Pre-Schools), through the local authority.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity. We do this by ensuring that all areas of the curriculum are accessible and that all pre-school staff receive adequate training on equal opportunities.
- We use the graduated approach system for identifying, assessing and responding to children's special educational, health and care needs.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We ensure that our general daily programme includes strategies for all children in the group such as using visual timetables, small group work, language groups etc, taking into account their levels of ability, as part of our practice and planning.
- We work closely with parents of children with SEND, placing children and parents at the centre of any SEN provision and decision making.
- We create and maintain a positive partnership and ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education, health and care needs. Parents, key persons and SENCo also share information when deciding the outcomes for the child, when the child is unable to do so for themselves ensuring, as far as possible, a child-centred approach.
- We signpost families to support and mediation services such as parent partnership services and information on sources of independent advice and support personally and/or through information on our noticeboard
- We work with the children, e.g. sharing targets, discussions about choices of activities, where possible we take on board views of children on their progress, observations on what the child would like to do.

- We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.
- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools, ie arranging transition meetings between the school, preschool and other professionals involved.
- We have systems in place for working with other agencies through the Common Assessment Framework (CAF)
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress and work towards desired outcomes.
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
- We provide resources (human and financial) to implement our supporting SEND policy.
- We ensure the privacy and protection of children with SEND when intimate care is being provided.
- We arrange in-service training for practitioners and volunteers, using trainers from within Early Years and other agencies.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Staffing

The duties of the SENCO include -

1. Supporting staff in identifying and meeting SEND.
2. Overseeing the records of children with SEND.
3. Being a channel of communication with outside agencies.
4. Initiating action with the LEA when necessary.
5. Liaison with parents, staff and outside agencies when planning programmes within the graduated approach system

All staff take responsibility for all children in the pre-school setting and are familiar with and follow the practice as stated in this Policy.

The Identification of SEND

If a practitioner believes that a child has special educational, health and/or care needs the child's key person or other practitioner consults the SEN coordinator (SENCO). The SENCO will then consult with the key person, child and parents/carers to devise an appropriate strategy, through a graduated approach, for working towards agreed outcomes. All action taken and progress made will be regularly monitored, based on a continuous cycle of 'assess, plan, do and review'. To help in the identification of a child's SEND the pre-school setting's staff will refer to the criteria as set out in the SEND Code of Practice.

The fact that a child's main language is not English does not, in itself, mean that the child has SEND as identified above, although the child in many cases, will require support.

We will be successful when:

- barriers to learning are removed and all children develop high levels of independence, resilience and self esteem
- the specific needs of children with SEND are identified at the earliest opportunity and those needs are met through a range of strategies to improve the outcome for the child.
- SEND children's transition to school is smooth and the school are clear of their needs
- Pre-school practitioners successfully support parents and children with SEND
- SEND children's achievement is monitored and shown to make progress
- the setting is able to work in partnership with wider professionals and the LEA

Links to other policies

Safeguarding

Promoting positive behaviour

Complaints Handling

Diversity, Inclusion and Equality

Key Worker

Working in Partnership with Parents