Tring Stepping Stones Pre-School

**Supporting children with special educational needs**

We provide an environment in which all children with SEN are supported to reach their full potential.

* We have regard for the DfES Special Educational Needs Code of Practice (2015) and the Equality Act (2010).
* We ensure our provision is inclusive to all children with special educational needs and disabilities.
* We support children and parents and children with SEN, actively listening to and acting on their wishes and concerns.
* We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
* We have in place a clear approach to identifying, responding to and meeting children’s SEN
* We monitor and review our policy, practice and provision and, if necessary, make adjustments.

**Procedures**

* We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is Lucy Brittain and Nicola Poulton has also attended and completed the Hertfordshire SENCo training in order that we have two trained members of staff. They have responsibility for the day-to-day operation of Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN
* We ensure that the provision for children with SEN is the responsibility of all members of the setting.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We ensure that our physical environment is as far as possible suitable for children and adults with disabilities.
* We provide a broad, balanced and differentiated curriculum for all children.
* We apply SEN support to ensure early identification of children with SEN
* We use a graduated approach system (SEN Code of Practice 2015) (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
* We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children’s special education including all decision-making processes.
* We take into account children’s views and wishes in decisions being made about them, relevant to their level understanding.
* Our setting initially makes adjustments to activities using different strategies and differentiation to support the child, using the Early Years Foundations Stage Development Matters. We carry out focused observations to identify and support needs.
* We assess and monitor children’s development. This may include using Herts IAELD –Individual Assessment Early Learning Development Plan or the Early Years Development Journal.
* We provide parents with information on local sources of support and advice e.g. Local Offer and Information and support service.
* We ensure that parents are informed at all stages of the assess, plan, do and review cycle of their children's education. Children’s progress and achievements are shared with parents on a regular basis.
* We liaise with the Inclusion Development Officer employed by Herts County Council, who may visit our setting to offer support. We also liaise with other agencies such as Health Professionals including – Health Visitors, Speech and language therapists and Family Centres involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
* We have systems in place for referring children for further assessment e.g., Families First/Early Help Assessment and Education, Health and Care Plan (EHCP) assessment.
* We provide resources to implement our Supporting Children with Special Educational Needs Policy.
* We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. This is included in our induction for new staff both full time and cover.
* We raise awareness of our special educational needs provision via our website, Early Years Offer and promotional materials.
* We ensure effectiveness of our special educational needs provision by collecting information from a range of sources e.g., action plan reviews, staff meetings, feedback from parents and external agencies, inspections and any complaints. We also review the provision with our Local Inclusion officer annually.
* We provide a complaints procedure.
* We monitor and review our policy annually.

**Funding for SEN support in the early years**

Hertfordshire provide Exceptional Needs Funding for children with SEN who access funded 2-, 3- and 4-year-old placements. In certain circumstances we will endeavour to access this funding with parental permission. If successful this funding will be used by the setting to support the individual child.

Hertfordshire provides Early Years Inclusion Funding in some cases for children who receive 2-, 3- and 4-year-old funding and have emerging additional or special educational needs for which, our setting is already providing support and intervention in addition to the support and differentiation we have in place to meet the needs of all children of a similar age. For children who are in receipt of a Disability Living Allowance the setting may be able to apply for Disability Access Fund (DAF) to buy equipment, resources or make a reasonable adjustment to the setting to ensure we can meet the needs of an individual child.

**Further guidance**

* Early Years Foundation Stage Statutory Framework (DFE 2021)
* Working together to Safeguard Children (DfE 2015)
* Special Educational Needs and Disability Code of Practice (DfES & DoH 2015)

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

* Equality Act (2010)

**Other useful Pre-school Learning Alliance publications:**

* Guide to the Equality Act and Good Practice (2015)
* SEND Code of Practice for the Early Years (2014)

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| This policy was adopted at a meeting of | Tring Stepping Stones Pre-School (Committee Meeting) |  |
| Date to be reviewed | June 2024 |  |
| Signed on behalf of the management committee |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair/owner) |  | |

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| --- | --- | --- |
| Staff name | Please sign when you have read and understood the policy | Date |
| Lucy Brittain |  |  |
| Nicola Poulton |  |  |
| Nicola Reynolds |  |  |
| Kim Smith |  |  |
| Nicke Cooke |  |  |
| Jo Davis |  |  |
|  |  |  |
|  |  |  |

Changes 2017

Deleted:

We support children and parents and children with special educational needs and disabilities (SEND).

We work in partnership with parents and other agencies in meeting individual children's needs.

Changed to:

We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.

We support children and parents and children with SEN, actively listens to and acting on their wishes and concerns.

Added:

They have responsibility for the day-to-day operation of Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN

We provide a broad, balanced and differentiated curriculum for all children.

We apply SEN support to ensure early identification of children with SEN

We use a graduated approach system (SEN Code of Practice 2014) (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.

We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children’s special education including all decision making processes.

We take into account children’s views and wishes in decisions being made about them, relevant to their level understanding.

We assess and monitor children’s development. This may include using Herts IAELD –Individual Assessment Early Learning Development Plan

Deleted:

We work closely with parents of children with special educational needs and disabilities to create and maintain a positive partnership.

Added

We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.

We provide resources to implement our Supporting Children with Special Educational Needs Policy.

We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. This is included in our induction for new staff both full time and cover.

We raise awareness of our special educational needs provision via our website and promotional materials.

We ensure effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff meetings, feedback from parents and external agencies, inspections and any complaints. We also review the provision with our Local Inclusion officer annually.

Deleted Role of Senco section, SEN Support Provision Sections, EHCP section and Information on Local Offer

Changed Further guidance

Changes 2017

Changed CAF to Families First and added information about the funding for Emerging Needs

June 2018- no changes

June 2019- no changes

June 2020 – Changed last paragraph to update on Early Years Inclusion Funding and Disability Access Fund

May 2022 – Added link to SEND Code of Practice.

June 2023 – Updated EY framework reference to 2021 version. Removed Sharon Hockey as SENCo, changed SENCo to Lucy Brittain and added that Nicola Poulton has also completed training.