**Whitchurch Under Fives Pre-school**

**SEND Policy**

Special Educational Needs & Disabilities Code of Practice 2014

As an Ofsted Registered setting we must comply with the requirements of the EYFS & the Equality Act 2010 which state that we have a legal duty to be inclusive & must offer an inclusive service to children, their families & visitors to our homes.

Stacey Herlihy is the SENCO (Special Educational Needs & Disabilities Co-ordinator) for this setting.

**My responsibilities are:**

* To work closely with parents/carers/extended families
* Offer support to children & their families through the diagnostic & Educational, Health and Care Plan (EHC plan) process which was previously known as a Statement.
* Provide evidence for assessments
* Work with & seek advice from other professionals including schools, other settings & other agencies who may work with the child
* To support the child through individual planned learning experiences
* To follow EHC plans which have been written for the child
* To monitor & review children’s progress alongside parents & other professionals
* Support children during transitions when they are ready to move on to other settings

**Whitchurch Under Fives**

 **commitments to you & your child**

We value each child in our care as an individual.

We recognise that each child is unique & has individual needs.

We are fully committed to supporting every child with their education, health & care needs.

We know that all children learn at different rates & reach milestones in their own time.

We recognise that early intervention benefits children.

We will support children & their families through the Education, Health & Care Plan process & beyond.

We commit to working closely with children & their families to raise outcomes for every child.

We offer a full curriculum of broad learning experiences to each child and differentiate our planning to ensure inclusion.

We commit to working as closely as possible with other practitioners to support each child throughout their time with us.

We have built up close links within the local community so that we can signpost children & their parents to further help.

**Identifying a child who may need extra help**

There are many ways I may identify a child needing extra help, for example

* The child may already be registered as having a special educational need or disability & be placed with ourselves by Social Services or another agency
* Through observations over a period of time we may notice that the child is not making the expected progress in one or more areas of learning
* While compiling the child’s 2-year progress check we may note that the child is not reaching expected levels in one or more area of learning
* Parents may ask the setting for advice/guidance, should they have concerns about their child at home

**2-year progress check**

EYFS Requirement 2.3 states – When a child is aged between two & three, practitioners must review their progress, & provide parents with a short-written summary of their child’s development in the 3 prime areas. The progress check must identify any areas where the child’s progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child’s future learning & development involving other professionals as appropriate.

EYFS Requirement 2.4 states – The summary must focus particularly on any areas where there is a concern that a child may have developmental delay. It must describe the activities & strategies the provider intends to adopt to address any issues or concerns.

Therefore between the ages of 2 and 3 we will write a summary of progress on each child which will be shared with parents to identify ‘significant emerging concerns’, we will develop a targeted plan which supports the child to address any issues or concerns by involving other professionals. Parents will be requested in their child’s best interest to give signed permission to do this at the end of this policy, if you have concerns about this please discuss them with the SENCo for the setting Stacey Herlihy or initially your child’s Key Person.

**Partnership with parents**

We have a Partnership with Parents Policy in place, this partnership relates to parents/carers of a child with SEND.

When a child has SEND it is paramount, we ensure a close working relationship with their parents. The child will need extra help & support and we will need to involve & engage parents in this. We aim to do this by;

* Sending home, a daily diary throughout all the child’s years at my setting
* Asking parents for regular contributions to their child’s learning journey file
* Arranging regular meetings
* Carrying out home visits to observe & support the child in their home environment
* Providing parents with lots of different ideas for extending their child’s learning at home
* involving parents in writing their child’s on-going educational programme
* Regularly reviewing the child’s progress alongside parents
* Attending meetings with parents to offer support & insights into their child’s time with us

**Supporting a child with SEND**

When it is recognised that a child may have a special educational need or disability, we will do all we can to support to support the child in our provision. Senco will oversee the child’s individual educational programme & work in close partnership with parents & other professionals involved.

**Accessibility**

This is a home from home setting so in all practicalities due to the structure & layout, minor adjustments have been made to the property. In all situations if a disabled child were to attend our setting, we would make all reasonable adjustments to accommodate him/her. We are fortunate in that we are mainly one level apart from upstairs play in our ‘home room’. We would also ensure all children were included on outings. Activities & resources would be set up allowing all children to access & ensure further resources were adapted for the provision are inclusive. We would ask parents for advice/guidance on what they do at home and seek further help if required from the team around the child.

**Adjusting the curriculum to include all children**

Our ethos is – how can this child be included? What do we need to change to support this child? What interventions might improve this child’s learning experience? We will try our hardest to differentiate our activities to enable every child to take part to enable support in their learning. We will offer regular meetings with parents of children with SEND so that they feel fully informed & reassured about their child’s progress.

**Working with other professional agencies to support the child**

A team around a child with SEND may include in addition to myself

* The child-whose views & feelings must always be considered
* Parents
* Wider family members (with parental permission)
* Members of the community (religious leaders)
* Social services
* Doctor & hospital consultant
* Health therapists
* School SENCO or INCO (INCLUSION OFFICER)
* Pre-school/nursery practitioners & the child’s keyworker
* Specialists

Every person involved with the child is an important part of the child’s story & should be recorded on the child’s individual care plan.

**Accessing training to ensure up-to-date knowledge about how best to support the child**

Extra training maybe needed to enable our team to fully include a child & support their holistic learning & development effectively.

**Supporting a child with transition**

Transitions cover lots of different areas of provision such as

* Supporting a new child who is starting my setting
* Helping a child to cope with changes in their life
* Preparing a child to move on to a new setting

How we aim to do this

We can offer resources such as books & role play items so children can learn about new settings.

Offer settling in visits – various times of day/lengths to help the child

Documentation – starting points/assessments/care plans/diary

Meetings with any new settings

More information can be found on our website through Bristol Local Offer or

bristol.gov.uk/localoffer

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| **Date Agreed:** **Signed by:** **Signature:** | **Review Date:** **Signature:****Review Date:****Signature:** |
| **Committee Member****Role of Signatory =**  |