



EYFS Special Educational Needs Disability Policy

At Little Owls Pre-school and Nursery we are committed to the inclusion of all children. All children have the right to be cared for and educated to achieve the best possible outcomes, to share opportunities and experiences and develop and learn alongside their peers. We provide a positive and welcoming environment where children are supported according to their individual needs. The children are encouraged to respect themselves and others; this is embedded in the culture of Little Owls and included in the children's Golden Rules.

Where we have emerging concerns about a child and/or where a child has identified additional needs or a disability we will find out as much as possible about the needs of the child and any support that the child or family may need to ensure that the child makes the best progress in their learning and development. We do this by:

- Liaising with the child's parents
- Observing each child's development and monitoring such observations regularly
- Liaising with any other relevant professionals engaged with the child and their family
- Seeking any specialist help or support (as necessary)
- Attending any assessment or review meetings with the local authority/professionals

Definition of SEND

A child has a special educational need if they have a learning difficulty or disability that calls for special educational provision;

- a. A learning difficulty is a significantly greater difficulty in learning than the majority of children the same age
- b. A disability that prevents or hinders a child from taking advantage of the facilities
- c. Special educational provision is provision that is additional to or different in mainstream settings. Under 2s, this means provision of any kind.
- d. A child under school age has SEN if he or she is likely to have SEN when they reach school age, or would do so if special educational provision were not made for them

Procedures

- We ensure that our inclusive admissions practice ensures equality of access and opportunity.

- We raise awareness of any specialism the setting has to offer through the Local Offer.
- We provide a broad, balanced and differentiated curriculum for all children with SEND.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual 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 resources (human and financial) to implement our SEND Policy.
- We have a designated member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give their name to parents.
- The SENCO works closely with our Manager and other colleagues and has responsibility for the day today operation of supporting our EYFS Special Educational Needs Disability Policy and for co-ordinating provision for children with SEND.
- We ensure that all our staff are aware of our SEND Policy and the procedures for identifying, assessing and making provision for children with SEND. We provide training for practitioners and volunteers. The provision for children with SEND is the responsibility of all members of the setting with regard to the guidance given in the SEND Code of Practice 2015.
- We use a graduated approach (Assess, Plan, Do, Review) to identify, assess and respond to children who have emerging difficulties, suggesting that they may have special educational needs or a disability that requires a different approach.
- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We include the child's voice.
- We liaise with other professionals involved with children with SEND and their families, including in connection with transfer arrangements to other settings and school.
- When an Individual Plan (IP) and support is in place, agree the outcomes and the expected impact on progress and a date for review with parents and child.

- We seek any necessary additional help, including requesting an Education, Health and Care (EHC) Needs Assessment where the Pre-school's own actions are not helping the child to make progress.
- We provide parents with information about sources of independent advice and support.
- We provide a Complaints Procedure.
- We monitor and review our Policy annually.

Graduated Approach

In line with the requirements of the Special Educational Needs and Disability Code of Practice, we take a graduated approach to working with children with emerging concerns and their families. This approach includes:

- Planning for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs
- An analysis of the child's needs including whether specialist help from health, social services or other agencies should be sought.
- An agreement about the interventions and support needed, the expected impact on progress and a date for action taken
- A review of the effectiveness of the support and its impact on the child's progress by the key person, SENCO, the child's parent(s)/carers and the views of the child, including any agreed changes to outcomes and support
- Revisiting this cycle of action in increasing detail and frequency including seeking further specialist help to secure good progress until the key person, SENCO, the child's parent(s)/carers and any other professional involved agree intervention is no longer needed or decide to request an Education, Health and Care Needs Assessment (see below)

Education, Health and Care (EHC) Needs Assessment and Plan

If the help given through the graduated approach is not sufficient to enable the child to make satisfactory progress we may request, in consultation with parent(s)/carers and any external agencies already involved, an assessment of the child's needs by the local authority. This is called an EHC Assessment. The assessment will decide whether a child needs an EHC Assessment Plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEN or a disability. The local authority will consult parents and let them know the outcome of the assessment.

In our setting we adhere to:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- The Children and Families Act 2014
- The Equality Act
- Special Educational Needs and Disability Regulations 2014
- Working Together to Safeguard Children 2018
- Inspecting Safeguarding in the Early Years 2018
- Local Provider Agreement
- Statutory Framework for the Early Years Foundation Stage (from April 2017)
- UNCRC

EYFS SENCO: Wendy Gale