Supporting children with special educational needs and Disabilities.

- We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.
- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children’s SEN.
- We support and involve parents (and where relevant children), 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 regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Child development</td>
<td>2.1 Respecting each other</td>
<td>3.2 Supporting every child</td>
<td>4.1 Play and exploration</td>
</tr>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.2 Parents as partners</td>
<td>3.3 The learning environment</td>
<td>4.2 Active learning</td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td>2.3 Supporting learning</td>
<td>3.4 The wider context</td>
<td>4.3 Creativity and critical thinking</td>
</tr>
<tr>
<td>2.4 Key person</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedures

- We designate a member of staff to be the Special Educational Needs and Disabilities Co-ordinator (SENCO) and give his/her name to parents/carers. Our SENCO’s are:
  - Sticky Fingers @ Newlands: Louise Spanner
  - Sticky Fingers @ Redbridge: Natalie Garner
  - Sticky Fingers @ MP3: Sophie Blake

- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with Special Educational Needs or Disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We offer a broad and balanced curriculum to achieve suitable learning challenges. Some children have barriers to learning and these may require particular action by the pre-school. Our aim is to develop confidence with a growing ability to communicate views and ideas while preparing children for their next stage of education.

1 This includes disabled children with special educational needs.
A delay in learning and development may or may not determine that a child has SEN. However where there are concerns there should be an assessment to determine whether there are any underlying learning or communication difficulties.

Outside factors may be contributing to development or behaviour such as family or domestic circumstances. In this case a multi-agency approach may be suggested and support offered by a health visitor or social worker who have access to a large support network.

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

We work closely with parents/carers of children with Special Educational Needs or Disabilities to create and maintain a positive partnership.

Each child has a key person who will help them settle into the group while building positive relationships and understanding their needs.

Through information gained from parents/carers, other professionals and observations we will discuss if we feel your child may require some additional support.

Our SENCo will work with the child and parents/carers to provide a ‘Play plan’ to help everyone involved meet the needs of the child.

These play plans are used to record and review the child’s progress on a regular basis.

We ensure that parents/carers are involved at all stages of the assessment, planning, provision and review of their children’s education.²

We provide parents/carers with information on sources of independent advice and support.

We liaise with other professionals involved with children with Special Educational Needs or Disabilities and their families, including transfer arrangements to other settings and schools.

We provide a broad, balanced and differentiated curriculum for all children with Special Educational Needs or Disabilities.

We ensure that children with Special Educational Needs or Disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

We raise awareness of any specialism the setting has to offer through advertising our Local Offer.

We ensure the effectiveness of our Special Educational Needs and Disabilities provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency’s views, inspections and complaints.

We use ECAT to support children with speech and language. This enables us to determine children at risk of speech delay and offer them support.

This also enables us to provide staff with specialised training as necessary.

Accessibility.

We aim to have all our resources throughout the setting accessible for the children.

Staff plan activities that are inclusive for all.

If a ‘play plan’ has been set in place to support your child, staff will work alongside this throughout the sessions.

Because each child is individual we may feel it necessary to complete an access audit or additional risk assessments around the needs of your child. If it is reasonably possible the setting will try to put required changes in place to support your child.

² Ofsted Statutory Requirement: Section 2: Assessment
Supporting Children with Special Educational Needs and Disabilities.

**Policies**

- This policy works alongside our safeguarding policy to protect children from child abuse. Staff will attend training to know the signs of abuse and induction training will support their knowledge of how to report this.
- Our Medical and First aid policy explains procedures to support children with medical conditions or who require medication.
- Our Record keeping and information sharing policy explains the procedures we have in place to protect confidential information, this links with our confidentiality policy.
- Our Complaints policy explains the process parents/carers and other professionals can take if they are unhappy with work.
- Our Whistle blowing policy explains what staff members can do if they believe we are not keeping in line with requirements.

**Local Offer for children with Special education needs and Disabilities (SEND)**

The aim of this document is to enable families to see the support that they would receive for their child within our setting. It gives clear information on what we already have in place to enable all children to reach their full potential, as well as reassure you that we value each child as being unique, respect that you are your child’s main educator and we will endeavour to meet their individual needs.

How does Sticky Fingers Pre-school know if a child needs extra help and what should I do if I think my child may have special educational needs or disabilities?

At Sticky Fingers Pre-School, every child is allocated a key person. Their role is to make regular observations on the child linked to the Early Years Foundation Stage (EYFS) ages and stages of development. These observations will help identify individual needs which the key person will discuss with the Special Educational Needs and Disability Coordinator (SENCO) and yourself and plan with you to support your child’s learning and development.

If you have any questions or concerns about your child you can speak to your child’s key person or the setting SENCO.

How will the Pre-school support my child?

On our registration form you will be asked to specify any Educational or Disability needs you know your child has. We will then discuss this with you before your child starts.

We will explain to you how your child’s key person will always be there to help them with their learning and how we will observe and keep track of your child and their learning whilst here at Sticky Fingers Pre School.

Through observations and partnership working with you, we may decide together to have the SENCO produce a Play Plan for your child.

A play plan is a plan set out with targets/next steps on for the child to achieve and how we will help reach those targets/next steps as well as some information about their condition or need. We are always working on the child’s next steps as we involve them into our planning and the activities we have set out for the children.

With your permission we will contact outside agencies, if required, either for advice or to make a referral with any concerns. We will implement strategies and advice offered as appropriate.

How will the curriculum support my child at Sticky Fingers Pre school Pre-school?

Every child is unique and with the Early Years Foundation Stage curriculum (EYFS) the pre-school is able to support your child to develop and grow at their own pace. Your child’s key person will complete observations and record these on your child’s learning journal on Tapestry. From this they will be able to work with yourselves and the SENCO to plan activities to support their development and targets for their play plans.

We update the play plans every term making sure all targets are being met or adapted to make them achievable. At the end of every term we also send out an end of term report on how your child is doing and what we would like to work on with them next.

How our setting works in partnership with parents/carers.

At Sticky Fingers Pre School we encourage all parents and carers to know how well your child is doing while learning in our setting. At the end of every term, you will receive an End of term report on how well your child is progressing and what we will be working on next with them. If you would like to talk to your child’s key person or our settings lead
practitioner, you can arrange a date to go through your child’s learning journal and talk about anything you may have any questions on or talk about any concerns you may have. On Tapestry (the online learning journal for your child) we can track and keep an eye on your child and their development to see if they are on track or slightly delayed. As a parent you are also able to write down any observations you see your child doing and can add them to Tapestry this will help us work as a team and work on your child’s learning together. If your child is 2 years old, we have 2 year old books for parents to read and sign at the end of each session. In these we track what your child may have eaten for snack, what they have eaten for lunch and their nappy changes / toilet times. We also send out newsletters which have some ideas of what you could work on while at home with your child, these ideas will follow what your child’s key person may be working on while they are here at Sticky Fingers.

**How Pre-school helps support the wellbeing of young children with SEND.**

We offer settling in sessions, which will help familiarise children with the setting and the staff.
During the settling in time parents/carers can get to know the child’s key person and discuss any support needed, toileting requirements, allergies, medication etc..
We have a safe, secure and accessible building and a security procedures and passwords for the collection of children. We undertake risk assessments every day in the form of inside and outside checklists.
We have a positive approach to supporting behaviour. We will always discuss any behavioural concerns with you in order to maintain a consistent approach between home and the setting.

**Staff training and experience in supporting young children with SEND.**

We make sure all members of staff are trained in child protection, health and safety, food hygiene and first aid. Our SENCO and lead will be trained for the role and attend additional training in relation to the children we have in the setting and how we can offer support. We work closely with our Early Years Advisory Teacher (EYAT) and other professionals to ask advice and guidance on SEND issues. All staff are regularly kept updated on SEND policy and they access training as and when the needs are identified. We continually reflect on our practice and training is refreshed regularly. We make sure all staff are supervised if giving child medicine or anything else a child may need for their health. As in our policies and procedures, which we always follow, we make sure there is always at least 1 witness to treatment and we then record and get the parents/carers to sign at the end of the day to let us know they were notified.

**Specialist services and expertise accessed by our setting.**

At Sticky Fingers Pre School we have a Special Education Needs & Disabilities Coordinator (SENCO) who is always there to monitor and keep track of the children and any needs they may have.

We work with other outside agencies to help us provide the best learning for your child. Our Early Years Advisory Teacher (EYAT) comes in and can offer advice to the staff and parents/carers.

We also work with speech and language specialists and children’s paediatricians. If a child comes in with a certain condition or special education need, we make sure that members of staff are aware and some will be sent on training to understand more. Our members of staff are constantly training and learning new things, making sure that all children are being well looked after and their needs are being met.

**How Pre-school includes young children with SEND in community based activities and outings.**

All children and their parents/cares are invited on trips and events with the pre-school. Outings are arranged so that all parents/carers accompany their child so that they have the full responsibility of their child on that day. Staff of course will help parents/carers with any child at any time on outings but they do not have overall responsibility for that child on any outing. The setting mobile phone and first aid kit are always carried on any outing and a full risk assessment is always carried out.

**How accessible is our Pre-school environment?**

Our pre-schools are accessible to anyone and wheelchair friendly. We have no stairs making it easy if your child if they need support getting to places. All areas of the setting are spacious allowing plenty of room for plenty of children to play and move around.

For any child with Special Educational needs or a disability we will have discussions with the family about additional support or requirements that could be put into place where possible to support the child.

Whenever we have a child whose first language is not English, we will work with the family about the best forms of communication, key words in their mother tongue language and use of gestures or Makaton.
How our setting prepares and supports young children with SEND when joining, and when transferring to another setting or school.

When it comes to your child moving onto their next steps in life, this could be moving to another setting or to 'big school', moving to another setting we will endeavour to communicate with the new setting to pass on advice and information to support your child’s transition.

When going into Reception, with agreements from the parents/carers we make sure that all information is transferred over to their new school and any advice or information is given to help them. We have meetings to discuss information about your child and what can be done to help your child and their learning and development. We will also encourage more visits to the child’s chosen school as this will help them feel more comfortable and confident about going somewhere new.

How our setting organises its resources to meet the needs of young children with SEND.

We hold some resources within the setting and we are able to borrow additional resources if required. If your child gets funding for their special educational needs, the money we receive will be used wisely. We plan and decide what we will spend the money on and how this will develop the child’s learning and their development. We plan the resources on what will be useful to all children and for the setting. Every child is different and some may need more support than others. We plan how much support a child may need by making a Play Plan or an Individual Educational Plan. We write down their needs and targets and how we will support them. Some children may need little help however another child may need more.

How are parents/carers involved in the setting? How can I become involved?

We are a committee based preschool. All members are past or present parents and are always giving feedback and ideas on how we could change the pre school to make it better. We also get parents to fill out questionnaires about the pre school giving their opinion and views on what we do and what we could do. We encourage all parents to speak about what they feel we could do to improve our setting or what we could do to support your child and their learning here.

Who can I contact for more information?

If you would like any more information about how we help children with Special Educational Needs then please don’t hesitate to contact us via telephone, email or arrange a meeting with the Lead practitioner or SENCO

Job roles and descriptions for SENCO

The manager

The manager of the setting has responsibility for the day-to-day management of all aspects of the setting’s work, including work with children with SEND. The manager agrees policies with the provider; works closely with the SENCO on the implementation of SEND policies and has an important role of enabling the SENCO to meet their responsibilities.

The SENCO

- The role of the SENCO is to ensure that the setting actively promote inclusive practice and supports children who have Special Educational Needs and Disabilities.
- The SENCO has a day to day responsibility for implementing the setting’s Special Educational Needs and Disabilities policy and to work closely with others and parents to support children with SEND.
- SENCO’s support inclusion in the following ways:
  - The SENCO must have regard for the SEND code of practice.
  - Promote an ethos of inclusive practice within the setting.
  - Support setting Lead to ensure the setting provides inclusive early years’ provision.
  - Ensuring all practitioners in the setting understand their responsibilities to children with SEN.
  - Ensuring all practitioners understand the settings approach to identifying and meeting SEN
  - The SENCO has a role in leading and co-ordinating the graduated approach across the setting; and supporting individual practitioners in implementing the approach for individual children.
  - The SENCO needs to ensure that all practitioners understand how the setting responds to any cause for concern and identifies and responds to special educational needs.
  - Ensure practitioners focus on improving children’s progress and outcomes.
  - Support practitioners to implement the SEN support cycle of action: assess, plan, do and review.
  - Ensure early identification and intervention is implemented across the early years provision.
  - Ensuring parents/carers are closely involved throughout and that their insights inform action taken by the setting:
• The SENCO is responsible for making sure that parents are involved in discussions of any early concerns, in identifying any SEN and agreeing the outcomes they are seeking for the child, the implementations and support to be put in place, the expected impact on progress, development, behaviour and dates to review.
• Ensure that relevant background information about individual children is collected, recorded and up-dated, and that all written records are completed.
• Complete additional paperwork and referral forms supported by the key person and parents/carer.
• Liaise with professionals or agencies beyond the setting;
• Linking with the Area SENCO for support and advice on good practice, training, personal development and other sources of support for the family.
• It is important for the SENCO to be aware of the Local Offer.
• Arrange review meetings with parents and other professionals.
• SENCOs should take personal responsibility for their continuous professional development by;
• Attending professional development opportunities including external training to support areas of development identified in supervision meetings.
• Sharing elements of training related to SEND with practitioners during staff meetings.
• Ensure all records on children with SEN are maintained and relevant information is passed onto the reception class teachers and schools SENCO's at transition.
• Work closely with management to ensure the environment is tailored to children’s individual needs.
• Follow all confidentiality and date protection rights.

All practitioners
In addition to the settings manager and the SENCO all members of staff have responsibilities to disabled children and children with SEN and need to understand these and the settings approach to identifying and meeting SEN.

Where a child is identified as having SEN, the code of practice envisages that the individual practitioner, usually the key person, will lead the engagement with the child and the child’s parents, with the support of the SENCO, and remains responsible for working with the child on a daily basis.

The Area SENCO
• The Area SENCO helps make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling. Typically, the role of the Area SENCO includes:
• Providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN code of practice
• Provide day-to-day support for setting based SENCOs in ensuring arrangements are in place to support children with SEN
• Strengthening the links between the setting, parents, schools, social care and health services
• Developing and disseminating good practice
• Supporting the development and delivery of training both for individual settings and on a wider basis
• Developing links with existing SENCO networks to support smooth transitions to other settings or reception class, and
• Informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years.