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Special Educational Needs and Disability (SEND) Policy

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents them from making use of the educational facilities provided for children of the same age
- Are under compulsory school age and fall within the definition of either point above, or would do so if special educational provision was not made for them

(Clause 20, Children and Families Bill)

Bradpole Preschool values, supports and aims to meet the needs of all the children in its care, including those with a disability or who have special educational needs.

A disability is defined in the Equality Act 2010 as a 'physical or mental impairment which has a long term or substantial adverse effect on the person's ability to carry out normal day to day activities'.

This definition includes sensory impairments and long term health conditions although children with these conditions may not necessarily have Special Education Needs (SEN).

If a child with a disability does require special educational provision they will be covered by the SEN definition. The SEND Code of Practice sets out four areas of need to help identify children's individual needs and to plan the support they may require; these are:

- **Communication and Interaction:** A child may have difficulty with communicating with others because they may not be able to say what they need, understand what is being said to them or understand and use the social rules of communication. A child may have difficulty with one or more of these aspects
- **Cognition and Learning:** A child may need support if they are progressing at a slower pace than their peers, even with appropriate differentiation. Cognition and learning difficulties cover a wide range of needs from moderate or severe through to profound and multiple learning difficulties
- **Sensory and/ or Physical Needs:** A child may require special educational provision due to a disability which may prevent them from making use of all the preschool's facilities. Bradpole Preschool will always aim to take all necessary steps to provide any aid that would help a child with a sensory or physical need and all reasonable adjustments will be made for them.
- **Social, Emotional and Mental Health Difficulties:** A child in our care may experience a wide range of social or emotional difficulties which could occur at any time due to fluctuating family circumstances or times of transition. These may show themselves in



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various ways including challenging or disruptive behaviour or the child becoming withdrawn or isolated. These behaviours could also reflect underlying mental health disorders

Policy

Bradpole Preschool has regard to the following legislation and Documents:

- The Children Act 1989
- The Equality Act 2010
- Children and Families Act 2014
- Statutory Framework for the Early Years Foundation Stage 2014
- Special Educational Needs and Disability Regulations 2014
- Early Years: Guide to the 0-25 SEND Code of Practice 2014
- SEND: A Guide for Parents and Carers 2014
- Working Together to Safeguard Children 2018
- SEND Code of Practice: 0-25 years 2015
- Inspecting Safeguarding in the Early Years 2016
- Local Provider Agreement 2017

Partnership with Parents

Bradpole Preschool recognises that the people with the most knowledge of a child are the child themselves and their parents/carers, and so their views and feelings are always taken into account. The Preschool believes it is important for the child's parents/carers to participate as fully as possible in any decisions concerning their child and so provide them with all the support necessary to enable them to support their child's education and to achieve the best possible outcomes. We also take into account how the child learns (characteristics of learning) and their interests. All children within our preschool are given two key persons to support them during their time with us and these key persons will consult with parents and inform them of their child's progress. The key persons will support a parent of a child with a disability or special need by offering advice and information, and by always being willing to listen. Privacy and confidentiality are a priority.

The preschool has published its SEN and disability provision included in the "local offer" as required by the local authority Local Provider Agreement (2018). The Dorset SEND local offer is available online at: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx> The preschool SEND local offer is available online at: <https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=xixSaZ7no28&familychannel=100> .

Bradpole Preschool's Special Educational Needs Co-ordinator (SENCO), Sally Parmiter, is trained to NVQ level 4. The deputy SENCO is Naomi Collins who has BA Early childhood studies. They both have undertaken SENDCO training and update training regularly including



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an annual inclusion conference and network meetings. The two SENCO staff are responsible for the day-to-day operation of the preschool's SEN policy, and for co-ordinating provision for all children with SEN. They support key persons, liaise with outside agencies and support and communicate with parents.

Procedure

Children with SEN will be given targeted support employing a graduated approach with four stages of action: Assess, Plan, Do, Review. These will be recorded on a child's Individual Plan (IP).

- **Assess:** The child's key persons together with parents/ carers and with support from the SENCO will identify the child's needs. This assessment will be reviewed informally every 2 to 3 weeks and then more formally every half term to ensure that the right support is given to match the child's particular needs.
- **Plan:** When it is decided to provide SEN support for a child, the key persons, parents and SENCO agree the outcomes sought, the interventions and support to be put in place, the expected impact on progress, developmental behaviour, and a clear date for review. These plans take into account how the child prefers to learn. We involve parents in all aspects of the plan and ask them to contribute to its progress at home so that everyone involved is working towards the same goals.
- **Do:** The child's key person is responsible for working with the child on their Individual Plan at each session they attend. The SENCO supports the key person in assessing the child's response to the strategies put in place and advise them on implementing these strategies effectively.
- **Review:** The effectiveness of the support, and the impact on the child's progress, will be reviewed by their key person informally every 2-3 weeks and then by the keyperson, parents and SENCO every half term. They will discuss the child's progress and development, and agree together any changes to the outcomes and support for the child. They will then plan for the child's next steps. This is an ongoing assess, plan, do review cycle.

If a child doesn't make enough sufficient progress, the SENCO will, after consulting with the child's parents, ask for more specialist help from an outside agency, for example, portage, speech and language therapists, hearing and vision support services, health visitors and the local Children's Centre. The preschool has good links with all of these support centres.

If a child continues to give cause for concern, Bradpole Preschool, together with the child's parents and any involved outside agencies, will make a request to the Local Authority for an Education and Health Care assessment. The authority will then decide if the child needs an EHC Plan which will set out the specific support the child will need in terms of education, health and care together with how this will be co-ordinated.

When a child with SEN moves on to school or another setting, Bradpole Preschool will ensure that the transition is as smooth as possible by supplying the new setting with all the child's records and all the information we have, including an SEN transition document. Practitioners from the other setting will also be able to visit the child at preschool, and a Team Around the Family (TAF) meeting will be arranged where everyone involved with the child can discuss helpful strategies.



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Bradpole Preschool ensures that positive images of children and adults with SEN or disabilities are promoted in the setting.

The SEN co-ordinators will review and evaluate this policy annually to ensure the effectiveness of the Preschool's inclusive practices that promote and value diversity and difference.

If parents/ carers are dissatisfied with the SEN provision for their child, they should follow the procedure set out in Bradpole Preschool's Complaints Policy.

This policy was adopted at a meeting of: The Committee of Bradpole Preschool

Held during Autumn Term 2019

Date to be reviewed: Autumn term 2020