

Mount Carmel



Preschool and Wraparound Care

Special Educational Needs and Disability

This Policy and Procedure is used in conjunction with the setting's Equal Opportunity Policy

Definition of SEND

"A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her".

"For all children aged 2 or more, special education provision that is additional to or different from that made generally for other children. For children under 2 years of age, special educational provision means educational provision of any kind".

Policy

We strive to create an environment in which all stakeholders are supported to reach their full potential.

Aims

- We have regard for the SEND code of practice.
- We include all children in our provision.
- We provide practitioners to help support parents and children with SEND.
- Early identification is key to the success of the child's development.
- We identify the specific needs of children with SEND and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting an individual child's needs and work with parents so they are part of the decision making.
- We monitor and review our practice and provision and, if necessary, make adjustments.

SENCO Role

The Early Years Foundation Stage indicates the need for SENco designated members of staff. Within our setting, This is Rachel Burrows. They are responsible for completing relevant paperwork, working with various agencies and providing clear strategies for staff for the individual child. They are responsible for:

- All staff in the setting understanding responsibilities to the children with SEND and ensure the setting has a clear and precise approach to identifying and meeting SEN.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by setting.
- Liaising with professionals from outside agencies.

The setting aims to achieve:

- High aspirations and expectations for children with SEND.
- Early identification and intervention.
- Parent's views to be at the center of support put in place.
- That the policy relates to the SEND Code of Practice 2014, Children and Families Act 2014 and Equality Act 2010.
- Children with SEND to be fully included in activities and setting will focus on positive outcomes for the child.
- Parental permission for external support.
- Additional training will be accessed by staff to raise awareness and knowledge of SEND.

Procedure

The SEND areas are wide and varied. Within the setting all staff are part of inclusion practice. With all staff working toward inclusion, we are "narrowing the gap" with:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

"Narrowing the gap" refers to the gap between EYFSP scores of the bottom 20% and the average of the rest of the children.

- As a setting we have clear processes for identifying children with SEND
- We make progress reports for our 2-year-olds as part of the EYFS framework
- Regularly review and assess children's development and needs in addition to the formal checks.

- We observe and discuss findings with colleagues and use observations to
- Create learning journeys which underpin the statements from the pathway profiles - these provide evidence of the individual's interests which leads to Next Steps when planning our continuous provision. This all enhances the provision for the individual.
- Where needed, children who need extra support will be picked up through observations and are placed on the provision map alongside planning after discussion with the setting SENco, which will lead to Early Support. Examples of this paperwork are given at the end of this Policy and Procedure.
- We complete provision maps for setting and the individual child
- When we as a setting feel that the individual's development needs extra help, we talk through the process with parents, we work in partnership, we ask permission to have outside agencies to come into setting to observe, to ensure the right support is put into place.
- Parents are informed and are part of the process at every level.
- Within the setting we may have vulnerable learners - although they are not considered SEND, they do need their Key Person to provide extra support to ensure they progress at a consistent rate.

They are:

- Summer born children
- English as an additional language
- Special Education Needs
- Looked after children- known to social care
- Boys
- 2 year old funded children
- Medical need
- Pattern of poor attendance
- Involvement of social care
- Gypsy Roma Traveler
- Premature birth
- Children of lone parents (including Services, parents who work away for long periods or in prison)
- Barriers to learning or well being

The setting contacts the inclusion officer from Early Years and Childcare

- When a child requires extra support, the setting applies for funding. The SENCO provides evidence for the individual and what support they need. A program for special educational provision is made exclusively for them as set out in SEN Code of Practice section 28.
- When funding is given then this is used to provide support to that particular named child.
- The strategies are reviewed regularly with all stakeholders.
- When the child's reaches school age, the support for this transition is supported just as their development has been supported. The Key

Person looks at the need and liaises with the school and the teachers. Extra visits are undertaken and any strategies that would benefit the child are undertaken.

Each stage of the SEND child is closely monitored and supported, with the inclusion for all children, so there is a greater focus of support for the unique child to exceed.

Staff receive relevant training to a need a child may have - epi-pen or autism are examples of training staff may need to undertake.

Funding is accessed to offer additional support

This Policy and Procedure is used in conjunction with the Equal Opportunity, Safeguarding and Social, Emotional and Mental Health Policy.