

Ben Rhydding Pre-School's Identification, assessment and support for children with SEND Policy and Procedures

Ben Rhydding Pre-School
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Signed by Chairperson(s):



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Policy Statement – Aims and Objectives

At Ben Rhydding Pre-School we recognise that all children have the right to access the activities we provide and we will make reasonable adjustments wherever possible to ensure inclusivity for children with Special Educational Needs and Disabilities (SEND).

Children are classed as having SEND (Special Educational Needs and Disabilities) if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'

SEND Code of Practice: 0 to 25 years, 2014

In 2014, the Special Educational Needs and Disability Code of Practice came into effect. This highlights that all children and young people are entitled to an education that enables them to make progress. Children's SEND generally falls within the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

It is the SENDCo's (Special Educational Needs Coordinator) responsibility to work with families to identify children who may need additional support to access the curriculum or require special resources.

The SENDCo for Ben Rhydding Pre-School is **Sarah Irwin**.

The Deputy SENDCo for Ben Rhydding Pre-School is **Becky Nash**

Identifying Children with SEND in Pre-School

As a childcare provider, we are aware that some children may have SEND and may require additional support to access the curriculum, to learn and make progress. All staff have good knowledge of child development. We use the **Graduated Approach** to monitor all children in the setting and use age-related expectations to guide the support offered.

- Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.
- Children identified as having difficulty with one or more area of development should be given support by applying some simple strategies and resources.
- For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop. We use SEN Support: Initial record of concern form to record any adjustments.
- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person, the setting's SENCo/setting manager and the child's parents will meet to discuss next steps. We will discuss what support can be provided within the setting, as well as the possibility of referring the child for support from external agencies, if appropriate. Any such discussions will be kept confidential at all times and the child will only be discussed with other agencies with permission.

Assessment of children's SEN

If, after a period of targeted support, a child continues to appear behind expected levels or their progress gives cause for concern, staff will consider all the information about the child's learning and development from within and beyond the setting.

- Information can be collated from The Progress Check at age two, observations from parents and observation and assessment by Pre-School.
- Specialist advice that has been sought externally (with parent consent).
- The child's key person and SENCo/Manager use this information to decide if the child has a special educational need.
- If the decision is that the child does have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.

As an inclusive setting, Pre-School will provide suitable activities to ensure all children are able to access curriculum experiences. We will also, at all times, work to develop children's self-esteem, to encourage the child's confidence and independence wherever possible. If Pre-School ever needs advice on how to best support a child with SEND, staff members may attend relevant training.

Planning intervention

- Everyone involved with the child should be given an opportunity to share their views.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The key person and setting manager/SENCo work in partnership with parents and other agencies to involve the child wherever appropriate.
- Where needed, The SENCO will contact the Local SCILs Team for further advice.
- A SEN Support Plan will be written detailing what support is required to help achieve outcomes, the frequency of these interventions and who will apply them and with what resources.
- A review date (at least termly) should be agreed with the parents so that the child's progress can be reviewed against expected outcomes and next steps agreed.
- A copy of the plan is stored in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
- The Support Plan should provide an accessible summary of the child's needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.
- If external agencies are already involved at this stage, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The SENCo/setting manager should take the lead in coordinating further actions including preparation of the action plan and setting short-term targets.

- Where there are significant emerging concerns (or an identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
- When a plan has been created, parents/carers will be encouraged to use similar techniques at home as we do in the setting, to provide continuity for the child and to allow them to achieve their best outcomes.
- If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help/CAF assessment should be considered.

Seeking additional funding/enhanced/top up

If the child's needs cannot be met from within the setting's core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the Early Years Inclusion Fund. If a new or existing child is disabled, then the setting should check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund.

Statutory education, health and care (EHC) assessment and plan

- If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
- Children aged under age two are eligible where an assessment has indicated that the child is likely to have SEN which requires an EHC plan when they reach compulsory school age.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
- The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.
- Settings should prepare by collating information about the child's SEND including:
 - documentation on the child's progress in the setting

- interventions and support provided to date
- evidence of external agency assessment, support and recommendations
- parental views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

External intervention and support

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

What if Pre-School is unable to provide everything a child with SEND requires?

If Pre-School feel that we are unable to meet a child's needs due to lack of funding, resources, building requirements, keeping your child safe, training, external support, staff time, etc., we will need to review the suitability of the childcare place. It may be in the best interests of the child for parents/carers to find alternative childcare, in a setting that is better equipped or has a higher ratio of staff per child. Any such issues will be discussed with parents/carers at the earliest opportunity and they will be given a reasonable amount of time to find childcare that is more suitable for their child. However, if anyone's safety and/or wellbeing is at serious risk, the contract may need to be terminated with immediate effect.

How does Pre-School support children with SEND to transition into the setting?

Parents/carers will be asked to provide information about their child's interests, abilities, strengths, needs and any identified or suspected SEND before starting in the setting. We will use this information to prepare staff and the setting for the child's arrival. We will also discuss with parents/carers how the child is supported at home and try to implement similar methods in the setting to create familiarity. In addition, we may agree to make amended arrangements such as extra home visits, additional settling-in sessions or a staggered start before the child attends the setting for their full contracted hours.

How does Pre-School support children with SEND to transition into their next setting?

Pre-School will fully support children who are moving to a new setting. With parent/carer permission, we will make the SENDCo available to speak to the new setting about the child and to share any written information and personal documents with them. The SENDCo will be happy to discuss details of any identified issues, the techniques and strategies used in the setting and give suggestions for how to make the transition run smoothly. We will invite new teachers into the setting to visit the child in our setting.