



## **Inclusion and Special Educational Needs and Disability (SEND) policy**

The Children and Families Act 2014 requires local authorities to have in place information of services and provision across education, health and social care for children and young people aged 0 – 25 with Special Educational Needs and Disabilities (SEND). It will enable parents, carers and young people to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to Early Years Settings and all the information below forms our settings SEND policy and shows how we have for many years provided for children with Special Educational Needs and Disabilities.

### **Our Policy -**

We support children with Special Educational Needs and Disabilities by providing an environment in which all children are supported to reach their full potential. We follow the DCSF Code of practice, comply with the Statutory Framework for the Early Years Foundation Stage (2012) and the Equality Act 2010. We have regard for the Special Needs and Disability Code of Practice (2014), ensure our provision is inclusive to all children. We support parents and carers of children with Special Educational Needs and Disabilities. We identify the specific needs of children and meet those needs through a range of SEN strategies. We work in close partnership with parents and other agencies in meeting individual children's needs. We monitor and review our policy, practice and provision and, if necessary, make adjustments. Heatherside Pre-school has two designated Special Educational Needs Co-ordinators (SENCO's), Lesley Bailey and Karen Jones, also a SENA, Maureen Huggett

### **Identifying Children with Special Educational Needs and Disabilities**

On induction to our pre-school the practitioners and parents/carers share information about the strengths and needs of the child to create a positive partnership. We work with families, supporting them for as long as it takes for their child to settle. We feel it is especially important for all children to feel happy and safe with us and aim to ensure a positive experience for all children. Each child has a key person who works closely with each child and their family and may identify a possible individual need. Home visits are offered to Parents/Carers.

On-going observational assessments are made of all children and are linked to the Early Years Outcomes and Development Matters Ages and Stages of Development (as outlined in the Statutory Framework for the Early Years Foundation Stage). We compile a 2-year check, of which a copy goes to the parents/careers, with a short-written summary of their child's

development. Reports from health care professionals may identify a child's individual needs and we will include these in the child's learning and development.

### **Supporting Children with SEND**

Our SENCOs will work with all our staff to ensure our SEND provision is relevant and appropriate. Through our key person, observations, 2-year check and parent consultations we can identify, assess, and respond to children with educational needs by **supporting the child with SEND in the Early Years using the Graduated Response process**. This uses a step-by-step response through the various levels of intervention. Further details for parents can be found at this link [Surrey Local Offer](#)

Our SENCO will explain how children's individual needs can be met by planning support.

The key person will oversee the Individual Learning Outcomes, which will be reviewed, and new ones planned by the child's key person, SENCO and parents. Where necessary we access additional support from other professionals. We also receive support and guidance from our advisors at Surrey Early Years. Our SENCO will work with all other staff to ensure implementation of the Individual Learning Outcomes and subsequent continuity of care and education by everyone. We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of your child's progress. Parent/carers can access their child's Learning Journeys through 'Tapestry' at any time (they are password protected). All documentation is kept in the child's file in a locked filing cabinet to ensure confidentiality. Our SENCO has completed specific SENCO training and attends Network Meetings each term to keep up to date. We send second setting letters for children who attend another setting or those who go to a child minder.

*Under certain circumstances Pre-school can apply for additional funding to support a child with SEN*

### **Accessibility of the Environment**

Both the building and the Pre-school are risk assessed. Double doors for easy access. Building on one level. Disabled toilet available. Resources are easily accessible by the children for free choice. Equipment is size appropriate (table, chairs, etc) and floor space adaptable

### **Further Information**

A policy is in place for administering medicine and all our staff are Paediatric First Aid trained. The Supervisor/Key person is available for advice and support in the first instance. There is a list of every child and who their key person is within the setting. We can signpost parents/carers to other professionals that may be able to help such as health visitor, speech and language therapist and Family Centres. If a child's needs have been referred to a specific team, we will be able to support parents in accessing these services.

We operate an open-door policy and encourage families to make an initial visit to view the pre-school, then invite them back for a play session. We encourage parents to spend a

session each half term in the setting to spend time with their child and liaise with the Key person and SENCO if needed. We will aim to work together to include any child with Special Educational Needs and Disabilities (SEND). We provide a complaints procedure. We monitor and review our policy annually.

### **Transition to School/or another setting**

Transition review meetings are held to plan the smooth transition for a child into reception or a new setting. As well as parents and pre-school staff these could include Foundation Stage school teachers, school SENCO, new setting staff. We share all documentation such as ILPPs, Early Years Assessments and observations. We invite receiving schools/settings to visit our pre-school to familiarise themselves with and observe the child and to share information in partnership with parents.

Heatherside Pre-school works to provide equality of opportunity and anti-discriminatory practice for all children and families. We work in accordance with all relevant legislation, including -

The Children and Families Act 2014

The Children Act 1989 and 2004 and 2006

Human Rights Act 1998 and amendments 2000, 2001, 2004, 2005

Education Act 2011

Special Educational Needs and Disability Code of Practice 2014

Race Equality Act 2000

Statutory Framework for the Early Years Foundation Stage 2014

Any further information for parents please use this link [Surrey Local Offer](#)

**Reviewed & re-agreed at AGM held 27th September 2019 Chair Jo Griffin**

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