

Policy statement

At the Woodhall Farm Pre-school we provide an environment in which all children are supported to reach their full potential. We have regard for the DfES Special Educational Needs Code of Practice 2015 and the Equality Act 2010. We provide an inclusive environment where all are treated as individuals

Aims

- We provide practitioners to help support parents and children with special educational needs and disabilities.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

Methods

- The needs and progress of children of children with Special Education Needs are monitored by our Special Educational Needs Co-ordinator (SENCO)
Our designated SENCo is Sue Pomroy (in Sue absence Abisola Kukoyi).
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children and adults with disabilities.
- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assess, plan, do and review cycle of their children's education. Children's progress and achievements are shared with parents on a regular basis.
- We liaise with the Inclusion Development Officer employed by Herts County Council, who may visit our setting to offer support. We also liaise with other agencies such as Health Professionals including - Health Visitors, Speech and Language Therapists and Children's Centres.
- We use a graduated approach (SEN Code of Practice 2015) for identifying, assessing and responding to children's special educational needs.
- Our setting initially makes adjustments to activities using different strategies and differentiation to support the child, using the Early Years Foundations Stage Development Matters. We carry out focused observations to identify and support needs

Role of the SENCo

To ensure the setting has regard to the SEN Code of Practice (2015) and The Equality Act 2010.

To be responsible for ensuring:

- An SEN Inclusion Policy is in place;
 - The Policy is put into practice;
 - The Policy is reviewed annually.
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- Take the lead in observations and assessments of children with SEN including their strengths and areas to develop using the Individual Assessment of Early Learning and Development (IAELD) where appropriate
 - Liaise with the key person to complete the IAELD/developmental assessment and set SEN Support Plans where necessary
 - Gather evidence and co-ordinate support, work with colleagues to develop the child's skills through inclusive planning in line with Early Years Foundation Stage
 - Keep appropriate records which are regularly reviewed and monitored;
 - Ensure appropriate SEN Support Plans are in place and regularly monitored and reviewed;
 - Work closely with parents to ensure background information is collected and shared appropriately
 - Liaise with colleagues and managers as appropriate;
 - Promote a positive working relationship with parents/carers;
 - Develop links and liaise as appropriate with other professionals, Health Visitors, SEN Pre-school Advisory Teacher, Speech and Language Therapists, Inclusion Development Officer, Educational Psychologists
 - Attend SENCo clusters regularly to update and inform;
 - Identify individual setting's needs and arrange in-house training where appropriate
 - Have an awareness of Early Support and Common Assessment Framework (eCAF).
 - Use knowledge and experience to support the setting to develop their inclusive practice.

SEN support – The Graduated Approach – Assess, Plan, Do, Review

- Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping children to prepare for adult life. Where we identify a child as having SEN we will work in partnership with parents to establish the support the child needs.
- When we have identified the need to make special educational provision for a child with SEN we will inform the parents. We adopt a graduated approach with four stages of action: assess, plan, do and review

Assess

- In identifying a child as needing SEN support, the key person, working with the setting SENCO and the child's parents, will have carried out an assessment of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond our setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement. At this point we will also request permission from the parent/carer for us to complete Hertfordshire's Individual Assessment of Early Learning and Development to further inform our planning for the child's individual needs.

Plan

- Where it is decided to provide SEN support we will formally notify the parents/carer. We will then agree, in consultation with the parent/carer, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided or sought should be agreed to meet the outcomes identified for the child. It should be provided by practitioners with relevant skills and knowledge.

Do

- The early years' practitioner, usually the child's key person, remains mainly responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. This may include an individual SEN Support Plan. The SENCO should support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support. All staff within the setting however, have a responsibility for supporting all children.

Review

- The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date (in Early Years this would potentially half termly). The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.
- This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

Education, Health and Care Plans (EHCPs)

- Hertfordshire County Council should conduct an EHC needs assessment for children under compulsory school age when the special educational provision required to meet the child's needs cannot reasonably be provided from the resources normally available
- Where young children do need an EHC plan, HCC must seek advice from the early years setting in making decisions
- Families of children with an education health and care plan are entitled to a personal budget.
- Statements will be transferred over to Education, Health and Care (EHC) assessments and plans from September 2014 usually during an annual review or at a key transition

- Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf. Further information about EHC plan reviews and the role of early years' settings is in Chapter 9, Education, Health and Care needs assessments and plans. (SEN Code of Practice 2015 p 86-87)

SEN Support Provision

- We work closely with any other agencies using an integrated approach through Team Around the Child, using tools such as Early Support and the Common Assessment Framework (e-CAF)
- We provide parents with information on sources of independent advice and support.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We provide a complaints procedure.
- We monitor and review our policy annually.
- Our staff whenever possible attend in service training on special educational needs through Young in Herts

Local Offer

- Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. Our setting has written an early years offer which feeds in to the HCC Local Offer. Please see appendix I for further details/you can also view it on our website.

Funding for SEN support in the early years

Hertfordshire provide Exceptional Needs Funding for children with SEN who access funded 2, 3 and 4-year-old placements. In certain circumstances we will endeavour to access this funding with parental permission. If successful, this funding will be used by the setting to support the individual child.

Woodhall Farm Pre-school Policy 04/12/2017

Date of policy review 01/04/2021

Mrs A. Kukoyi

Pre-school Manager

Mrs S. Pomroy

Deputy Pre-school Leader

Local Offer **Woodhall Farm Pre-school** Ofsted No. EY539414

Early Years Extended Local Offer Response

1. How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?

At Woodhall Farm Pre-school you can speak to any of our staff if you have any concerns about your child. However, we work closely with the inclusion team of the county for special educational needs and disabilities.

If your child has an identified special need before joining our setting, Abi will work with you to ensure that everything is in place (e.g. special equipment, staff training, classroom organisation etc.) before your child joins us.

Your child's key person will work with Abi to continually monitor and review your child's development and progress in the setting through the Early Years Foundation Stage (EYFS) framework.

We work very closely with other professionals such as health visitors, speech and language therapists, educational psychologists and other healthcare professionals to ensure that your child is given appropriate support and that we provide the very best care and educational opportunities for your child.

2. How will setting staff support my child?

Your child's key person will develop a strong bond with your child which will start with a home visit, we will work with you to ensure your child is happy and settled at pre-school.

Key person will work to ensure that you are closely involved at all stages and will also liaise with a wide range of professionals.

3. How will I know how my child is doing?

You are always welcome to discuss your child's progress informally at the setting or by telephone or email. We will also review progress with you via their learning journals and through parents meetings and half termly summaries of your child's progress. You are welcome to attend sessions to see how your child is getting on at our pre-school and what activities they enjoy and friendships they have made, we have open days for prospective new children.

The regularity of formal meetings between staff and parents will depend on your child's level of need.

There are many formal ways of communicating about your child's progress but nothing is better than an informal chat at the end of a session, so please always speak to us about any concerns.

4. How will the learning and development provision be matched to my child's needs?

Through the EYFS we will observe and assess your child and then plan their learning and development provision around our observations.

We will follow advice from other professionals on how to support your child's particular needs and the SENCO will ensure that training is accessed for staff, where possible, to support your child's learning.

5. What support will there be for my child's overall wellbeing?

We will involve other professionals (e.g. health visitors) to ensure that we support your child in all areas of their development. We will support you and your child with toilet training, and any issues regarding eating, sleeping etc. The pre-school is fully equipped with changing table/mats/potties etc.

There is a strong emphasis on providing a caring environment, and this is supported through various strategies such as organising differentiated activities to include all ages and abilities.

If your child has any specific medical needs our staff will undergo any training – e.g. epi pen training, replacing breathing tubes etc. – and we will administer any medication prescribed by a hospital paediatrician or GP.

We have a behaviour management policy which outlines the procedures used at the pre-school, however, if specialist help is required to manage behaviour we can request the support of the inclusion development officer employed by the local authority.

All staff have a positive approach to all children's individual learning and development and are sensitive to their needs. Unwanted behaviour and the testing of boundaries is often part of growing up, and we will work closely with you to put strategies in place to support and enhance your child's positive behaviours.

6. What specialist services and expertise are available at or accessed by setting?

We have very good links with our local children's centre and we work with a wide range of agencies such as advisory teachers, autism advisory teachers, occupational therapists, physiotherapists, educational psychologists, speech and language therapists, health visitors, GPs etc.

We also have a good relationship with all the local feeder schools to ensure smooth transitions to the new setting/school.

7. What training and/or experience do the staff, supporting children with SEND, have?

Most staff have experience of working with children with special needs.

We work closely with the inclusion team in the county.

8. How will my child be included in activities outside the setting?

Your child will benefit from all activities outside of the setting (local walks) and risk assessments will be carried out.

We will discuss your child's needs with you to ensure they can be included. You will not be required to accompany your child on any outside activity. However, if you are unhappy about your child joining in a trip, visit or event without your presence you would be welcome to act as a parent helper on the outing.

9. How will I be involved in discussions about and planning for my child's learning and development?

Your child's key person will be available to discuss your child's needs however it may be necessary to arrange a mutually convenient time for a meeting.

If outside professionals come in to see your child we try to organise a meeting at the end of that visit for a brief discussion. If this is not possible any reports are always copied and given to you.

Parental consent is always obtained before we refer to any outside agencies

10. How accessible is the building / environment?

The pre-school environment is very accessible and meets the current disability regulations.

We are at ground level and we have ramp access.

We have purpose built toys and equipment at your child's level.

Our garden is all on one level and we have safety surface and tarmac areas and a small sensory area.

We have an accessible toilet with wheelchair access in the building.

11. How will the setting prepare and support my child with transitions between home, settings and school?

Before starting pre-school we will carry out a home visit so our staff can meet your child in their home environment. If necessary a health care plan will be completed and signed off before the child starts pre-school.

Taster sessions can be organised at pre-school for you and your child to attend prior to their start date.

If your child receives care from any other setting (e.g. another nursery or a child-minder) we will work with them by sharing information

When it is time for your child to leave us to start nursery school or school the new setting will visit your child at pre-school. During this visit the teacher or key person from the school will meet and discuss their development and progress. When there is a specialist advisory teacher involved we will attend the transition meeting.

12. How will Woodhall Farm Pre-school resources be used to support children's special educational needs?

All equipment and toys are moveable and can be made accessible, they are age and stage appropriate. We will seek to borrow specific equipment needed for specific needs.

The pre-school has a high staff/child ratio, so your child will receive plenty of adult support. We are also a very inclusive setting and have a range of resources/strategies in place to support children with a range of needs e.g. we have a visual timetable (using photographs and symbols) this may be used with speech and language delay or if English is a second language.

We have a number of sensory resources.

13. Who can I contact for further information about the Early Years Offer in the setting?

Abi Kukoyi, Woodhall Farm Pre-school, telephone 07950279560 admin@woodhallfarmpreschool.co.uk

Last updated on 01/04/2021 for further information please contact www.hertsdirect.org/localoffer