



SEND Policy

Definition

Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students and all staff. It includes individuals with Special Educational Needs and/or a Disabilities, vulnerable children/children in Public Care (Looked After Children), as well as those from minority ethnic groups, travellers, individuals learning English as an additional language and any other diverse cultural groups.

Those with specific medical needs; suffering from low self-esteem; or experiencing mental health difficulties are also included.

Aims

- Both children and adults will be supported and encouraged to develop their independence, confidence and to support their unique needs.
- To create a safe, secure and inviting environment that promotes positive behaviour and high self-esteem.
- To encourage and support both children and adults to become positive role models.
- To enable all to see the reason for expectations and responsibilities and behave accordingly.
- To encourage everyone to respect and take responsibility for themselves, for others, for belongings and for the environment.
- To have clear and open communication with children/parents/carers over any shared achievements or concerns.
- The East Street Early Years has a commitment to ensure all staff and volunteers work within the aims of the Behaviour Policy.
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- It is our practice to ensure the safety of the children and adults within our setting. We have a legal obligation to report any concerns we may have to the appropriate authorities.
- Work alongside other professional agencies to promote inclusive practice.
- Staff to update their inclusive training.
- Making inclusion a thread that runs through all of the activities of the setting.
- Ensuring that children who speak languages other than English are supported in the development of their first language.
- Encourage children to contribute stories of their everyday life.
- The setting to celebrate and have appreciation for dates and events that are important to a wide range of cultures and religions.

Roles and Responsibilities

Provision for children with SEND - it is a priority for all staff to be aware that individual children's needs may be present in different learning situations. Therefore, all staff have the responsibility in helping to meet an individual's special educational needs. It is imperative that the Early Years Practitioners follow settings procedures for identifying, assessing and making provision to meet these needs.

The Board of Trustees in co-operation with the Early Years Manager have a legal responsibility for effectively implementing this policy and provision for children with special educational needs.

Co-ordinating and managing provision

In the setting:

- Sharing of expertise is welcomed/encouraged through regular meetings with key staff and information sharing with other professionals involved with the family of SEND children.
- The Manager/SENCO and other key staff meet on a regular basis to review pupils progress and share information.
- Regular informal contact between all staff to monitor individual children and to discuss any concerns.
- The Manager/SENCO will ensure that the information such as the SEND policy, SEND files for children, copies of outcome plans, descriptors and any other relevant information is easily accessible to staff.

When there is a concern about a child's development an SEN Support and Outcomes Plan will be put in place after consulting and working in partnership with the child's parents/carer, key person and designated SENCO. SMART targets will be set and the progress of the child will be monitored and reviewed on a twelve-week basis.

Other professionals that may be involved in working in partnership with the parents and the setting are Early Years Advisory Team, Speech and Language therapists, occupational therapist and paediatricians.

Accessibility:

The SEN and Disability Act 2001 makes it unlawful for settings and LEA's to discriminate against people with disabilities without justification.

The East Street Early Years aims to cater for the whole community regardless of any disabilities or needs they may have.

We will endeavour to insure that:

- Premises will be physically accessible to all members of the community, the setting is on one level and ramps are positioned where necessary.
- Disabled toilets are located within the building.

Please also refer to the linked policy: Equal Opportunities

Specialisms and special facilities

Most staff are experienced and are able to teach children with SEND. Additional training for staff is made available when necessary and appropriate, particularly training to meet the specific needs of an individual child.

Differentiated resources are used to ensure access to the EYFS.

All staff are kept well informed about the strategies needed to manage children's needs effectively, and we try to ensure that other children understand and respond sensitivity.

The setting aims to encourage as much independence as possible within a safe and caring environment. The Early Years has access to the expertise of wider education services and other agencies if required.

Identification, Assessment and review

The SEN Code of Practice (2014) outlines a graduated response to children's needs, recognising that there is a continuum of need matched by a continuum of support.

The setting maintains information about the identification, assessment and provision for each child. A register is kept of children with SEND.

Where concern is expressed that a child may have SEND the Key Person and Manager/SENCO take early action to assess and address the difficulties. The Oxfordshire SEND toolkit offers guidance on provision.

Categories of Special Educational Need

The SEND code of practice recognises four broad areas of need:

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

Annual Reviews

For children with an EHCP (Early Help Care Plan), an annual review meeting has to be held in addition to regular termly reviews. At this meeting, consideration is given to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives/goals for the following year. All relevant professionals, including those who contributed to the original EHCP are invited to attend or submit a written report.

English as an Additional Language (EAL)

English as an Additional Language is not deemed to be a special need. EAL children will receive interventions by an appropriate member of staff who will support their integration into the setting and speed up their acquisition of English.

Partnership with parents

All staff will continue to forge home/setting links to encourage parents to be partners in their children's learning. Parents are involved from the outset and are encouraged to discuss any concerns with staff as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with staff, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour within the setting. They are consulted before outside agencies are involved and are included as far as possible in the implementation of strategies. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held three times per year, but parents are welcome to arrange meetings at other times to discuss any aspect of their child's progress with their Key Person, Manager or SENCO. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English.

The voice of the child

All children should be involved in making decisions where possible right from the start of joining the setting. The ways in which children are encouraged to participate should reflect the child's maturity. Participation gives the child the opportunity to make choices and to understand that their views matter.

'My Voice' forms are completed with the child and Key Person/SENCO.

Links with other agencies, organisations and support services:

The setting has access to a wide range of Education, Health and Social Services professionals. This includes the SEN team, EYSENIT, Speech and Language, Occupational Therapists and others. We are committed to using the expertise and advice provided by other professionals.

Transfer Arrangements

- SEND Action Records are transferred following agreed procedures.
- Children with SEND are able to make advanced visits to new school/settings, if required so they will become more confident in their new situation.
- Manager/SENCO are available for consultation before the time for transfer.
- For children with EHCP, the EHCP will transfer with the child. The parent's views and preferences will be passed on.
- The manager/SENCO, where possible attends the Final Annual Review.

Staff Development

- The setting is committed to enhance expertise in the area of SEND.
- There is regular on-going training for Practitioners.
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs of children.

Reviewed by the GFA Committee on		March 2019	
Signed by the Chair of the GFA Committee			
Last reviewed:	March 2019	Date of next review	March 2020