

# St Anthony's Pre-school

LOVING. LEARNING. TOGETHER



## **Special educational needs and disability Policy at St Anthony's**

Reviewed April 2024

# Special Educational Needs and Disability Policy

## 1. Introduction

This policy document is a statement of the aims, practices and strategies we have agreed to ensure effective and efficient provision for children with Special Educational needs and disabilities (SEND) at St Anthony's Pre-School.

This document provides a framework for the identification of and provision for children with Special Educational Needs and Disabilities. It is written for the benefit of all to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social background and to enable equal access to the curriculum in an environment where every child is valued and respected.

All children are entitled to an education that enabled them to:

- Achieve the best possible outcomes
- Become confident young children with a growing ability to communicate their own views and ready to make the transition in to compulsory education.

The SEND coordinator (SENCo) is Steve Gardner.

## 2. Definition of Special Educational Needs

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:

- a) Have significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if the special educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

Special educational provision means:

- a) *'for children of two or over, educational provision is additional to, or otherwise different form, the educational provision made generally for children of their age in schools maintained by the LEA, other than in special schools in the area*

b) *for children under two, education provision of any kind'*

## **SEND Code of Practice (2014)**

### **3. Aims and Values**

- The first principle of the SEND Code of Practice 2014 makes it clear that, at all times, we must have regard to: The views, wishes and feelings of the child or young person, and the child's parents and carers.
- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To use the code of practice procedures for identifying assessing, and making provision for pupils with special educational needs.
- To ensure that these children are given appropriate support to allow every child full access to the early years foundation stage curriculum in a positive framework.
- To ensure that these children are fully included in all activities of the nursery in order to promote the highest levels of achievement.
- To involve parents, pupils and others in developing a partnership of support, enabling them confidence in the strategy as adopted by the school.
- To share a commitment to inclusion and a partnership approach to provision.
- To provide an inclusive environment, that is easy to use by everyone, regardless of need, without undue effort, special treatment or separation.

### **4. Co-ordinating and Managing provision**

The SEND Coordinator (SENCo) Steve is responsible for:

- The daily implementation of the school SEND policy.
- Promoting early identification.
- Liaising with and advising staff on SEND matters ensuring we have share a common ethos
- Co-ordinating the children's individual provision for children with SEND
- Overseeing the records of all children with SEND
- Contributing to and arranging in service training for staff
- Liaison with parents, putting the child and their family at the centre and striving to maintain effective two way communication.
- Liaison with external agencies including Local Authority support services, social care services, health services and voluntary bodies.
- Keeping the SEN Policy up to date and keeping up to date with current legislation and developments

Aspects of these responsibilities may at times be delegated to other staff as appropriate.

All staff who work with children are involved in the development of the school's SEND policy and are fully aware of the procedures for identifying, assessing, monitoring, and making provision for children with special educational needs.

## **5. Identification of Special Educational Needs**

Parents, other professionals or St Anthony's Pre-School staff may raise concerns that a child may be behind expected levels. Baseline assessments are carried out for every child six weeks after they commence their place at St Anthony's Pre-School, with a particular focus on the Prime Areas in the Early Years Foundation Stage of Communication and Language, Physical, and Personal, Social and Emotional Development. Health Visitors carry out an ASQ check at two years, and the nursery completes their progress check at two in partnership with parents.

We work closely with the health visitor and speech and language therapists to identify possible special educational needs and other agencies such as EMAS.

All children attending the Pre-school are assessed for their language development using Development Matters.

A delay in learning and development may or may not indicate that a child has SEND. Equally, withdrawn or challenging behaviour does not necessarily mean that a child has SEND, and a child will not be placed on the SEND register for behaviour related difficulties alone.

With the support of the SENCo, as well as using baseline assessment staff will identify whether there are other factors such as family, housing, or environmental factors which are causing or contributing to any presenting behaviours. Further information can also be found on Brighton and Hove City Council Website [www.brighton-hove.gov.uk/earlyhelp](http://www.brighton-hove.gov.uk/earlyhelp). The SENCo and/or designated safeguarding lead may then call a Team around the Family meeting in line with Brighton and Hove's Early Help procedures.

Many early concerns will respond to the general strategies we use to help children with their learning. If a child does not make progress despite this support further action is indicated.

Any special educational provision will be matched to the child's identified SEND, following the four broad areas of need:

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

## **6. Graduated approach to SEND support**

This follows the approach as required by the 2014 SEND Code of Practice:

## **Assess**

Early in each term a meeting is held where the manager and SENCo discuss each child of concern. Any children identified who may need additional support are flagged up at this meeting. Early action is taken to assess any identified need, for example observations in all areas of development including strengths and difficulties. Information and data from the assessments detailed in section 3 are used to inform these discussions. Staff can also flag up children at any other point during the Pre-school year. During the assessment stage staff will put in support to match need.

## **Plan**

If there is little or no progress after the assessment phase then additional and different provision required to enable children to make adequate progress will be arranged. An individual SEND support plan will be discussed and SMART targets identified with parents. The keyperson makes appropriate arrangements for differentiating the curriculum in group times and providing additional support for the child. Outcomes are agreed and clear targets are set with a date for review. It is essential at this point that parents are involved in order to effectively reinforce any strategies and interventions at home. We work in close partnership with BHISS and SLT programmes.

## **Do**

It is the responsibility of the keyperson/teacher and additional support practitioners to carry out planned interventions as detailed in the SEND support plan. Interventions may be carried out in small groups, as one-one, during group times, or within the nursery environment. The SENCo will ensure that this work is carried out effectively, and will support and advise staff with interventions as needed. Children's progress against targets is documented regularly by the additional support assistants and key persons in order for the SENCo to monitor and support as appropriate.

## **Review**

The SEN support plan is reviewed using a range of assessments. A child may no longer require SEN support or if required a revised SEND support plan is written with new targets and suggesting alternative strategies, learning programmes, modifications to the curriculum, and extra support for the child, individually or in small groups. A referral may be made and support and advice sought from outside agencies such as the Brighton and Hove Inclusion Support Service (BHISS), Speech and Language Therapy (SALT), health visitors, Seaside View Child Development Centre and Education Psychologists.

This cycle of action will be revisited. The effectiveness of the SEN support plans will always be reviewed within the agreed timescales and with parents. Parents can, make face to face appointments or telephone appointments to speak to the SENCo.

Any changes to outcomes and targets will be agreed depending upon the child's progress. This cycle will continue with increasing frequency to ensure that children make the best possible progress and that parents are involved at every stage.

A small minority of pupils who have significant difficulties or do not make adequate progress may need to undergo a multi-agency assessment in order to establish their specific needs and the range of provision suitable to best meet those needs. If this is the case we will request an education, health and care needs assessment. If the Local Authority decides that the issuing of an Education, Health and Care Plan (EHC) is necessary then the pupil's SEND provision will be summarised in this document. This will need to be reviewed annually.

### **7. Managing Children's Needs on the SEND support register**

**SENDco** is responsible for planning the curriculum for children with SEND. This is overseen by the manager. Half termly progress is tracked using development matters. Again this is moderated by the head teacher and SENCo. Parents in the over threes are asked to attend consultation meetings to discuss their child's progress in order to contribute to this process.

If children on the SEND support register are not making sufficient progress or have significant additional needs funding will be sought through the Local Authority in order to provide additional staff resources. This will be through additional needs funding. This funding ensures that children get additional support and time from staff experienced in working with children with SEN or disabilities. We will also be able to receive Disability Access Fund (DAF) for children in receipt of disability living allowance.

Our Early Help policy details how referrals are made to other agencies in partnership with our partners in the Children's Centre Team.

### **8. Supporting Families**

Our aim at St Anthony's Pre-School is to promote a positive inclusive environment where parents are involved and engaged in their children's learning, and feel supported with their views and wishes respected. We do this through:

- Ensuring that all parents are aware of the arrangements for children with SEND, through our welcome booklet and initial visit.
- Involving parents as soon as a concern is raised.
- Providing access to the SENCo to discuss the child's and families needs,
- Providing meeting space for team around the family (TAF) meetings if needed.
- Supporting families to understand the sometimes complex processes when a child is referred to an external agency.
- Signposting families for further advice and support.

The SENCo offers individual appointments to parents. The SENCo will also seek out parents whose children have additional needs and offer time to discuss any concerns.

We also strongly encourage parental involvement through stay and play sessions, parent workshops, meetings with keyworkers.

## **9. Children with medical conditions**

We recognise that children with medical conditions should be properly supported so that they have full access to education. Some children with medical conditions may also be registered disabled and where this is the case we will comply with our duties under the Equality Act 2010. They may also have an Education, Health and Care plan, which brings together health and social care need as well as special educational provision.

In order to ensure that such children and their parents are supported we will:

- Complete a Health Care Plan prior to the child starting their Pre-school place. A Health Care Plan details the child's medical condition, how the condition is controlled or managed and by what method, for example through administering regular drugs or emergency medication. This will ensure that any staff training needs can be identified and training sourced for key staff prior to the child starting.
- The SENCo will organise any relevant training through our partners in the NHS or via the Children's Centre Team Health Visitors depending on the need.
- The SENCo will allocate staff responsibilities to support a child with a medical condition appropriate to their grade and job description.
- Emergency protocols will be agreed with parents/carers and staff for children who need emergency medication. Should these protocols have to be followed the SENCo will hold a de-brief and staff and parents to ensure that protocols were followed and look at whether they will need to be amended.

## **10. More able children**

St Anthony's Pre-School is committed to supporting each child and ensuring their well-being and resilience. We are aware that all the children develop in their own way and at varying rates and recognise that provision needs to be made for children who show signs of being more able.

More able learners will be identified in a variety of ways through informal and planned observations and through group times.

Once a child has been identified as being more able the key person, SENCo and parent/carer(s) will meet to discuss what the best next steps will be for the individual child and a support plan will be developed to provide a balance of enrichment, extension and acceleration.

This provision will be reviewed regularly to ensure the needs of the child continue to be appropriately met.

### **11. EAL and Bilingual/Trilingual children**

We will identify and assess young children whose first language is not English to establish whether any delay is related to learning English as an additional language or it arises from SEN or disability.

If possible we will work in partnership with EMAS to offer an assessment in the child's first language.

We will use assessment tools such as language maps with parents to gather more precise details on a child's language acquisition in their home language(s)

### **12. Training and Resources**

Staff will attend courses which are relevant to the children they are supporting as identified in annual appraisal and supervision.

Resources to support children with additional needs are purchased from the main resources budget.

### **13. Access arrangements**

We recognise and accept our equality duties as set out in the Equality Act 2010 and seek to involve the world school community in order to ensure better outcomes for all. We aim"

- To promote positive attitudes to difference and good relationships between people and different backgrounds, genders, cultures, faiths, sexual orientations, abilities and ethnic origins.
- To promote equality of access and opportunity within our school and within our wider community.
- To eliminate discrimination, harassment and victimisation.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristic:

- Age (staff only),
- Sex,
- Race,
- Disability,
- Religion or belief,
- Sexual orientation,
- Gender reassignment,
- Pregnancy or maternity

Please refer to our Equalities policy for more detail.



Our Access Plan addresses our statutory duties to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide;
- Improve the availability of accessible information to disabled pupils and/or their parent/carers

#### **14. Evaluating our provision**

We aim to provide an inclusive environment which looks at both the emotional and physical environment.

The success of the school's policy and provision is evaluated through:

- Daily monitoring of procedures and practise by the SENCo
- Termly meetings between the SENCo and manager.
- Annual review of the SEND policy.

#### **15. Confidentiality**

All personal information gathered about children is treated confidentially and only passed onto others with parental consent. Parents are consulted with and kept informed at all stages of interventions. The partnership with parents and the exchange of information with external agencies are particularly important in order that the needs of children with SEND are effectively met.

#### **16. Transition**

SEND support will include planning and preparing for transition, before a child moved into another room in the setting or to a new setting or school. This will include the review of the SEND support being provided, the child's SEND support plans or the EHC plan.

#### **17. Links with other settings agencies and schools.**

We will ensure that, with parents' consent, individual records including SEND support plans are passed on when the child starts school or another setting to ensure a smooth transition. Team Around the Family (TAF) meetings will also be arranged for those families with multiple agencies working with them. Teacher visits are also arranged during the summer term prior to a child starting school.

#### **18. Concerns and Complaints**

Any concerns regarding the SEND policy or the provision for children with special educational needs should be addressed in the first instance to the keyperson. If parents need further advice they are welcome to ask for a meeting with the SENCo. If parents remain concerned complaints should be addressed to the manager following the Pre-schools complaints procedure.

This policy should be read in conjunction with the school's -

- Admissions Policy
- Behaviour Policy
- Child Protection, Safeguarding and Early Help Policy
- Complaints procedure

#### **19. Reference**

- Children and Families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Code of Practice 2014