**Being Free Being Me**

**Special Educational Needs / Disability Policy**

**Guidance:**

-Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 years (DfE & DoH 2014))  
-Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)  
-Equality Act (2010)  
-Early Years Foundation Stage Statutory Framework (DfE 2014)  
-Working Together to Safeguard Children (DfE 2013)  
  
**Definition** **Disability: (Equality Act)**

*“A physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to perform normal day-to-day activities. The definition includes a wide range of impairments, including hidden impairments. If, for example a child has an impairment affecting their mobility, sight or hearing, or has learning difficulties, mental health problems, epilepsy, autism, a speech and language impairment, asthma, diabetes or HIV. The effect of all these different elements in the definition is to include a very large group of children within the definition of disability”.*

At Being Free Being Me, we provide an inclusive and supportive environment for all children regardless of their disabilities.

We comply with the Statutory Framework for the Early Years Foundation Stage and we strive to make sure that a child with disabilities, additional support or conditions gets the support they need.

Managers are experienced and have a good in-depth knowledge of struggles that children can encounter under these circumstances.

We are not an enhanced provision for children with SEN but we access every help in the community to support our children that need extra strategies or resources from outside agencies and teams of multi professionals.

We take on board and encourage parents to help us with their knowledge of their children and to share with us what strategies work best.

We monitor and review our practice and provision and, if necessary, make adjustments.

**The role of SENCO**

The Designated Special Educational Needs Coordinator (SENCO) is **Catia Lopes.**

The SENCO is responsible for ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting’s approach to identifying and meeting SEN.

* The SENCO works closely with other colleagues and has responsibility for the day-to-day operation of our SEND Policy
* Co-ordinates provision for children with special educational needs within our setting.
* Advises and supports the staff development.
* Ensures parents are closely involved throughout and that their insights inform action taken by the setting.
* The SENCO is responsible for liaising with professionals or agencies beyond the setting.
* Supports staff in making observations and assessments. Takes the lead in further assessments of a child with additional needs.
* Ensures parents all always consulted and involved prior to any action.
* Assists staff in planning for children with special education needs.
* Ensures that there is a collection, recording and updating system for all the relevant information about a child with additional needs.
* The SENco is also responsible for ensuring that the IEP are in place and that all staff have a good understanding of the targets and how to implement these and monitor them, review, etc.

**Key people**

Key people are responsible for including and supporting pupils with SEND in the preschool environment. Key people are responsible for providing appropriate differentiation and access to the EYFS curriculum for all children with SEND. They will draw on the SENCO designated role for advice on assessment and strategies to support inclusion.

**Identifying SEN**

In order to identify accurately a child with SEN, Being Free Being Me will:

* Use daily observations linked to the EYFS Development Matters , termly tracking and other information received from external resources and/or parental concern to support early identification.
* Staff will focus specifically on the child's progress in the three prime areas of learning : communication and language, physical development and personal, social and emotional development.
* Children have a review between the age of 2 to 3 with us at the nursery. This assessment coincides with the health visitor 2-year assessment check. It is important for practitioners and families to share and put these reports together to ensure the child is receiving everything she or he needs to thrive and to put in place extra resources or support if needed.

The triggers for intervention could be the practitioner’s or parent’s concern about a child who despite receiving appropriate early education experiences: (graduate response)

• Makes little or no progress even when teaching approaches are particularly targeted to improve the child’s identified needs.

• Continues working at levels significantly below those expected for children of a similar age in certain areas.

• Presents persistent emotional and/or behavioural difficulties, which are not eased by behaviour management techniques usually employed in the setting.

• Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.

• Has difficulties communicating and/or interacting, and requires specific individual interventions in order to socialise.

**Strategies**

Specific strategies to be used at Being Free Being Me by all working with children:

-Differentiate the curriculum to suit needs

-Provide activities in which the child can use all the senses

-Give the child time to understand and respond to what you are requesting

-Focus on his/her interests and celebrate these

-Break down activities into small chuck sizes

-Kneel to talk to the child at their level

-Reinforce eye contact

-Giving lots of praise and offering positive responses.

-Use of Makaton signs and symbols

Manually guide the child through parts of the action too difficult for them

Reduce support gradually

Use visual prompts with objects of reference, photographs, pictures

Modelling action or behavior

Giving simple verbal directions

Allow processing time

Chaining activities

Specific strategies to be used with Children with Language and Communication Difficulties

-Establish effective relationships: knowing any special words the child uses to communicate, modelling actions/behavior and language, encouraging symbolic play, etc.

-Take turns when interacting with the child

-Develop concentration and attention by giving children simple routines and structures, use their interests, etc.

-Help them with their listening by speaking slowly and clear, reducing background noise or using gestures and body language.

-Encouraging talk without asking too many questions, adding extra words to what the child has said.

-Support the growth of new vocabulary by keeping it relevant to the child’s experience and providing relevant objects.

-Encourage expressive language

Specific strategies to be used when supporting children with Physical Difficulties

-We will liaise with any OT or physiotherapist working with the child to give us advice on issues such as layout of the floor, clear pathways, adapted equipment, appropriate height for tables, etc.

-We will encourage gross motor skills development with activities like reaching for things, throwing, catching, pushing and pulling, balancing, music, movement and dance, etc.

-We will encourage fine motor skills with activities such as: hand/eye coordination, the use of easily manipulated toys, give plenty processing time, extra time to carry out the activity, pouring and filling, using scissors or malleable materials, etc.

-Specific strategies when supporting children with behavioural difficulties (physical or verbal)

-Establishing simple rules and instructions

-Encourage the child to look at your when giving instructions

-Reducing background noise

-Make the outcomes very clear

-Break down tasks into small parts

-Give him/her praise in context to encourage self esteem

-Staff to always use a positive approach and avoid negative undertones.

-Make sure staff is consistent with their approach

-Use ABC record sheets for observing behavior

**Other considerations**

* Our admission policy does not discriminate against any children.
* We adapt our environment to suit all our learners.
* We work closely with parents of children with SEN / disabilities to create and maintain a positive partnership.
* We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education including.
* We provide parents with information on sources of independent advice and support.
* We liaise with other professionals involved with children with SEN / disabilities and their families, including transfer arrangements to other settings and schools.
* We provide a differentiated and balanced curriculum to meet individual needs and abilities.
* We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (lEPs) for children with SEN/disabilities.
* We ensure that children with SEN/disabilities are appropriately involved in the development of their learning.
* We ensure the privacy and confidentiality of children with SEN / disabilities when intimate care is being provided.
* We will ensure that our staff is aware of any Individual Support Plan (ISP) targets agreed for a child as they are all likely to be involved in supporting that child.

**Transitions and SEN**

To make their transition into our project easier, parents need to help with the settling in of their children. The settling in process will vary depending on the age of the child and their experience in terms of being in previous childcare settings.

We aim to accommodate every child’s needs looking at each child individually. Parents will participate with their child in some organized sessions with us until there is a sense of ease from both child and family.

When the child has attended previous childcare settings we will get as much information as possible from the previous setting details through families or if required from the setting itself.

We will find out through parents if the child is 2 about the 2 year old check conducted by their previous setting. If not completed yet we ourselves will complete with the child and family the 2 year old check.

Once families have agreed with us on their children coming to our child care provision we will make an appointment for a 1:1 meeting with parents and child in which parents can complete a thorough form which reflecting everything we need to know about the child or children to support them to the best of our abilities from the main caregivers. This includes likes and dislikes, language used at home, routines, etc.

We will find out which other agencies are involved with the child and alert them that the child will be attending our setting.

At the time when a child is leaving our setting we will contact the receiving school to inform them of a child’s additional needs to liaise with the SENCO (in agreement with parents). We will invite the SENco to visit our setting to observe the child and the strategies that we are using to meet his/her needs.

We will arrange a transition review meeting ensuring all those involved are present including parents.

We will ensure all paperwork is passed to receiving school (in agreement with parents).

We develop a transition pack which could include a picture of the school and classes, picture of the receiving teacher and pictures of the new environment.

**Individual Educational Plans (IEP)**

With parents consent and agree that their child is having difficulties the SENco will add the child’s name to the SEND list.

An IEP will be written jointly with parents and copies given. Individual Support Plans (ISPs) are used to set targets and support for children identified with special educational.

The plan for the child’s needs will be written with parents, key person, SENco. This is a dynamic document.

As part of children’s next steps, the IEP will break these ‘next steps’ into smaller achievable steps.

The targets in the IEP will be around 2 to 3, being these written as positive outcomes and being SMART (Specific, Measurable, Attainable, Relevant and Time bound).

With parental permission we will contact the child’s health visitor to share concerns and with any other relevant professionals.

**ELPP team** will be contacted for support and advice.

The SENCO has the role to liaise with the child’s parents/carers along with external agencies and organise review meetings with parents and carers. Once goals are established the SENCO person supports and oversees the implementation of the individual plan. The SENco will make a date to review the IEP with parents and carers (every 4 to 6 weeks).

**Referrals**

When a child needs additional professional assessment, support and advice, referrals to outside agencies will be made. This may include referrals to speech and language therapists or Early Help. Referrals will be done with parent consent and involvement throughout the process.

Triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

• continues to make little or no progress in specific areas over a long period.

• continues working at an Early Years curriculum level substantially below that expected of children of a similar age.

• has emotional or behavioural difficulties which substantially impact upon the child’s own learning or that of the group, despite having an individualised behaviour management programme.

• has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from specialist services.

• has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

**Early Help Assessment/ EHA**

We will initiate an Early Help Assessment (EHA) when we believe that a child will not progress without support from additional services. It provides information and assessment of need which directs the child and family to the most appropriate services. It may lead to a TAF: team around the family to ensure services are coordinated effectively.

Please see the form attached for referral.

Our SENCO and team will facilitate and participate in multi-agency meetings. This can only be initiated with the consent of the child’s parents or carers. An EHA identifies a lead professional as point of contact for the family and who coordinates the support plan.

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**Checklist for referrals**

* Concerns about child in setting- Refer to Early Learning Primary Prevention Team (ELPP), (Early Help Form).
* Concerns about a child's speech and language only - Refer to Speech and Language Support, (SALT Form).
* Concerns about family needing support at home- Refer to Family Engagement Partner (FEP), (Early Help Form)

Referrals for ELPP and FEP can go on one form.

**Checklist of evidence**

* Baseline Assessment/Evidence of information gathered when child started at setting( including 2 year check, where applicable)
* Tracking
* Observations/Next steps in Prime Areas and what actions taken and impact
* Notes to show what strategies/ differentiated activities we have tried and the impact, if any
* Notes of your discussions/meetings with parents to discuss progress/concerns
* Any information from other professionals.

**Request for Statutory Assessment**

If a child is not making expected progress we will discuss requesting a Statutory Assessment in consultation with the parents/carers and outside professionals.

The Local Authority (LA) considers the need for a statutory assessment via the Pre School & Foundation Panel, and if appropriate a multi-disciplinary assessment will be made.  
 Where the local authority decides to carry out an EHC plan needs assessment it will seek information from us about the child’s needs.

This Educational Health Care Plan is reviewed every 6 months.

**Complaints procedure**

Should pupils or parents/ carers be unhappy with any aspect of provision they should discuss the problem with their child’s key person in the first instance.

Anyone who feels unable to talk to their child’s key person, or is not satisfied with the key person's comments, should ask to speak to the SENCO and Manager.

In the event of a formal complaint parents should follow the procedure in the Preschool complaints policy.

* **Contacts to support the implementation of the SEN Policy**
* The Special Educational Needs and Disability Information, Advice and Support Service (IASS) / Independent Parental Special Education Advice www.ipsea.org.uk / Contact a Family SEN Advice Service (0808 808 3555).
* Octavo Educational Psychology Service 020 8241 5460
* Croydon CAMHS 0203 228 000 [www.slam.nhs.uk](http://www.slam.nhs.uk)
* Occupational Therapy 020 8274 6854/50
* Children’s Physiotherapy 020 8274 6853
* SALT - 020 8714 2594 <http://www.croydonhealthservices.nhs.uk>
* Community Pediatricians 020 8274 6300
* Peripatetic Visual Impairment Service 020 8760 5784 [linda.james@croydon.gov.uk](mailto:linda.james@croydon.gov.uk)
* Peripatetic hearing impairment service 020 8760 5783 [luisa.saddington@croydon.gov](mailto:luisa.saddington@croydon.gov).uk
* Croydon Locality Early Help earlyhelp@croydon.gov.uk

Annexe forms

SENco Action Plan to be shared with ELPP team.

*IEP for child*

*Review of IEP template*

*ABC record*

*Referral form*

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| This policy was adopted by: Being free being me | Date: 18th May 2020 |
| To be reviewed: May 2021 | Signed: Maria Souto Varela and Catia Lopes |