

**Wiltshire County Council Local Offer**

 Wiltshire Council is bringing together, in one place, all the information about education, health and social care services on offer for children and young people with special educational needs or a disability (SEND). This is called the Local Offer and covers services available to those aged 0 - 25.

The Council for Disabled Children has produced a briefing note: [www.councilfordisabledchildren.org.uk.media/246954/localoffer.pdf](http://www.councilfordisabledchildren.org.uk.media/246954/localoffer.pdf) that provides background information and advice on the Local Offer.

Wiltshire Council has a webpage: [www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds.htm](http://www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds.htm) that provides information and advice on their services.

**Special Educational Needs and Disabilities (SEND) Policy**

Mrs Rebecca Gray (Manager & SENCO) ———————— 2nd October 2014

Natasha Bishop (Deputy SENCO) ———————————2nd October 2014

**Definition of Special Educational Needs**

Children have a learning difficulty or disability if they;

1. Have significantly greater difficulty in learning than the majority of children of the same age;
2. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally produced for children the same age in schools within the area of the local education authority.
3. Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

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A child has Special Educational Needs and/or Disabilities SEND if they have a learning difficulty or disability which calls for special provision to be made for them.

Children do not have a learning difficulty or disability if their first language differs from the language they are being taught.

**Lavington Pre-school Aims for Children with SEND**

1. To identify and assess children with SEND as early as possible
2. To support children with SEND in achieving their full potential
3. To enable children with SEND to have full access to a broad, balanced and relevant education, including our curriculum for the foundation stage, alongside their peers
4. To take into account the views, wishes and feelings of the child and the child’s parents enabling them to participate as fully as possible in decision making and, with our support, achieve the very best outcomes

**Role of the Keyperson**

* To regularly monitor and assess a child’s development in line with the Early Years Foundation Stage Curriculum
* To communicate regularly with parents about a child’s development and progress, or where there are any concerns
* Set ‘Next Steps’ together with parents and Special Educational Needs Coordinator (SENCO)
* To communicate effectively with the nursery SENCO, parents and any outside agencies who may be involved with the child
* To attend any additional training that the SENCO considers appropriate in order to work effectively with her key group

**Role of the Special Educational Needs and Disabilities Coordinator (SENCO)**

* To be responsible for the daily implementation of the SEND policy
* To meet prospective parents to discuss the needs of their child
* To ensure the keyperson has all relevant background information from parents and outside agencies
* To ensure staff are aware of any child with SEND and are fully informed as to the nature of those needs and how to support them
* To offer support and advice to staff working with children with SEND
* To ensure staff have sufficient training to support children with SEND
* To communicate effectively with and seek advice from relevant outside agencies
* To ensure appropriate records are in place, including Individual Education Plans and targets, including next steps
* To support the key person in evaluating any targets set and ensuring provision is supporting the child effectively
* To information share at times of transition, with parents, other nurseries, schools and outside agencies.

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**Support Available to Children with SEND at Lavington Pre-school**

At Lavington Pre-school wehave arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in our care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children’s progress and share a summary with parents. In addition, the ‘Early Years Outcomes’ is an aid for practitioners, to help them to understand the outcomes they should be working towards.

Under the provisions of the *Children and Families Act 2014*, the designations of Early Years Action and Early Years Action Plus have been replaced by SEN support, a graduated approach to supporting children with SEN or disabilities.

From September 2014, 2-year-olds for whom Disability Living Allowance is paid will be entitled to free early education.

In assessing progress of children in the early years, Lavington Pre-school uses the non-statutory *Early Years Outcomes* guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

* personal, social and emotional development
* communication and language

• physical development

• literacy

• mathematics

• understanding of the world

* expressive arts and design

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At Lavington Pre-school we treat every child as an individual. We have high expectations of children regardless of special needs or disability. We have a highly qualified and experienced staff team who are confident in monitoring and assessing the ability of all children. We will adapt practice where we feel it is necessary and where we feel it will benefit your child, for example working in smaller groups. We have an experienced manager who is also the nursery SENDCO who supports staff in adapting activities to suit the needs of a range of children. We have good links with a range of professionals in the local area, including health visitors, speech therapists and paediatricians. We use their advice to adapt activities to suit children with SEND. The EYFS framework includes two specific points for providing written assessments for parents and other professionals – when the child is aged two and at the end of the reception year – which are detailed below **Progress check at age two**

When a child is aged between two and three, early years practitioners must review progress and provide parents with a short written summary of their child’s development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check must identify the child’s strengths and any areas where the child’s progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners at Lavington Pre-school will develop a targeted plan to support the child, involving other professionals such as, for example, the setting’s SENCO or the Area SENCO or SEND, as appropriate. The summary must highlight areas where:

• good progress is being made

• some additional support might be needed

• there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

The targeted plan describes the activities and strategies that Lavington Pre-school intends to adopt to address any issues or concerns.

Health visitors currently check children’s physical development milestones between ages two and three as part of the universal Healthy Child Programme. From 2015, it is proposed to introduce an integrated review that will cover the development areas in the Healthy Child Programme two-year review and the EYFS two-year progress check. The integrated review will:

• identify the child’s progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and development

• enable appropriate intervention and support for children and their families, where progress is less than expected, and

• generate information which can be used to plan services and contribute to the reduction of inequalities in children’s outcomes

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**SEN support in the early years**

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Lavington Pre-school understands the importance that early identification is critical to the child’s future progress and helps improve outcomes that are essential in helping the child to prepare for adult life.

Lavington Pre-school is fully aware that Early Years Action and Early Years Action Plus have been replaced by SEN support, a graduated approach to supporting children with SEN.

**Identifying SEN**

In addition to the formal checks, early years practitioners working with children at Lavington Pre-school will monitor and review the progress and development of all children throughout the early years.

Where a child appears to be behind expected levels, or where a child’s progress gives cause for concern, practitioners will consider all the information about the child’s learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child’s needs. Lavington Pre-school practitioners will particularly consider information on a child’s progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information will be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there will be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, will be adopted.

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Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners at Lavington Pre-school will look carefully at all aspects of the child’s learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in our setting and requires special educational provision, Lavington Pre-school will make that provision. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage.

Special educational provision should be matched to the child’s identified SEN. Children’s SEN are generally thought of in four broad areas of need and support - communication and interaction; cognition and learning; social, emotional and mental health, and sensory and/or physical needs. A fuller explanation of these is given in Chapter 6, Schools, in the **0-25 SEND Code of Practice 2014**, from paragraph 6.28.

These areas give an overview of the range of needs that Lavington Pre-school, may have to plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas. The special educational provision made for a child will always be based on an understanding of their particular strengths and needs and will seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Support should be family centred and should consider the individual family’s needs and the best ways to support them.

Reviewing the effectiveness of interventions in enabling children to make progress can itself be part of the assessment of need, informing the next steps to be taken as part of a graduated approach to support, as described in ‘SEN support in the early years’ below. It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the child and to provide further information about the precise nature of their needs.

There is a wide range of information available on early years and early intervention and on different areas of need and the most effective interventions. More information and links to useful resources are given in Annex 2: Improving practice and staff training in education settings, in the **0-25 SEND Code of Practice 2014** which Lavington Pre-school will take note of.

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**SEN support**

When Lavington Pre-school identifies a child as having SEN they will work in partnership with parents to establish the support the child needs.

If Lavington Pre-school makes special educational provision for a child with SEN they will always inform the parents and gain written consent. Lavington Preschool will adopt a graduated approach with four stages of action: **assess, plan, do and review**. More information on the graduated approach is given in Chapter 5, Early years providers, in the **0-25 SEND Code of Practice 2014**, paragraphs 5.39 to 5.46.

**Transition**

SEN support at Lavington Pre-school includes planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information will be shared by Lavington Pre-school with the receiving setting or school. The Pre-school will agree with parents the information to be shared as part of this planning process

**Involving specialists**

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child’s area of need, practitioners will consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists will be taken with the child’s parents.

**Requesting an Education, Health and Care needs assessment**

Where, despite Lavington Pre-school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an **Education, Health and Care needs assessment (My Plan).**

**Record keeping**

Practitioners **must** maintain a record of children under their care as required under the EYFS framework. Such records about their children are available to parents and they will also explain how Lavington Pre-school supports children with SEN and disabilities.

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**Keeping provision under review**

Lavington Pre-school is committed to reviewing how well equipped they are to provide support across the four broad areas of SEN (see Chapter 6, Schools, in **the 0-25 SEND Code of Practice 2014**, from paragraph 6.28). Information on these areas is collected through the Early Years Census, and forms part of the statutory publication ‘*Children and Young People with SEN: an analysis*’ which is issued by DfE each year.

**The role of the SENCO in early years provision**

The EYFS framework requires early years providers to have arrangements in place for meeting children’s SEN. In Lavington Pre-school the identified SENCO is Mrs Rebecca Gray.

The role of the SENCO involves:

• ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting’s approach to identifying and meeting SEN

• advising and supporting colleagues

• ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and

• liaising with professionals or agencies beyond the setting

**The role of the Area SENCO**

To fulfil their role in identifying and planning for the needs of children with SEN, local authorities should ensure that there is sufficient expertise and experience amongst local early years providers to support children with SEN. Local authorities often make use of Area SENCOs to provide advice and guidance to early years providers on the development of inclusive early learning environments. The Area SENCO helps make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling.

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Typically, the role of the Area SENCO includes:

• providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN Code of Practice

• providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN

• strengthening the links between the settings, parents, schools, social care and health services

• developing and disseminating good practice

• supporting the development and delivery of training both for individual settings and on a wider basis

• developing links with existing SENCO networks to support smooth transitions to school nursery and reception classes, and

• informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years

The Area SENCO plays an important part in planning for children with SEN to transfer between Early Years provision and schools.

Lavington Pre-schools Area Senco is Tina Jones 07919-881178.

**Funding for SEN support in the early years**

Local authorities must ensure that all providers delivering funded early education places meet the needs of children with SEN and disabled children. In order to do this local authorities will make sure funding arrangements for early education reflect the need to provide suitable support for these children.

Lavington Pre-school will consider how best to use their resources to support the progress of children with SEN.

More information on Early Years providers’ duties and responsibilities in relation to children with SEN or disabilities is given in Chapter 5, Early years providers, in **the 0-25 SEND Code of Practice 2014.**

This policy was adopted at a meeting of Lavington Pre-school held on ……………….

Signed on behalf of the management Committee…………………………………………

Role of Signatory……………………………………………………………………………..

Signed by the setting SENCO and Manager ……………………………………………

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