



Additional Needs and Disability (AN&D) Policy

Statement of intent

We aim to provide a positive, welcoming, accessible and inclusive environment where children are supported according to their individual needs. Barnett Wood Pre-School believes that all children have a right to experience and develop alongside their peers no matter what their individual needs are. This policy is written in line with the SEND Code of Practice: 0-25 years 2014, the Equality Act 2010 and Part 3 of the Children and Families Act 2014. This policy should be followed in conjunction with the Surrey Local Offer; the online hub for 0-25-year olds with special educational needs or disability.

Practice

Barnett Wood Pre-School Special Educational Needs Co-ordinator (SENCo) is Kate Morgan-Watts, who works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the emerging and additional needs of the children at the Pre-School, always making sure plans and records are shared with parents/carers and ensuring 'the voice of the child' is heard and respected throughout.

To comply with the relevant legislation at Barnett Wood Pre-School, we recognise each child's individual needs and make sure all staff are aware of, and have regard for, the identification and assessment of any needs and which, if not all, are being met by the Pre-School. This will extend to:

- Working alongside parents/carers in discussing their child's individual needs, to allow us to help the child to develop to their full potential.
- Giving all children a full settling in period when joining the Pre-School according to their individual needs, this may involve implementing an individualised *Fewer than 15/30* plan with the support of our Early Years AN&D Advisor.
- Identifying each child's 'starting points' within two weeks of starting at the Pre-School, in partnership with their parents.
- Working with any child who has emerging/additional needs and/or disability and making reasonable adjustments and/or seeking specialist equipment to allow every child to make full use of the Pre-School's facilities.
- Finding out as much as possible about a child's condition and the way that it may affect the child's early learning or care.
- Liaising with the child's parent/carers and professional agencies.
- Reading all reports that have been prepared and received from agencies, specialists and other settings, and implementing any targets noted on said reports.
- Identifying the specific needs of children with learning difficulties and/or disabilities and meet these needs through a range of strategies, targets and interventions.
- Taking account of every child's pace of learning and the equipment/resources required to best reach their identified outcomes.
- Offering support to children that acknowledges their entitlement to share the same learning experiences that their peers enjoy.
- Creating small groups or one to one opportunities to maximise learning.
- Ensuring that all children have access to a broad and balanced curriculum which is differentiated to allow them to experience success and achievement.
- Allowing children with AN&D to take part in outings and educational visits and other activities linked to their learning, along with their peers.
- Developing and maintaining staff knowledge and continuous professional development through specific training about Additional Needs and Disabilities (AN&D) and the SEND Code of Practice.
- Attending all review meetings with the Surrey County Council/professionals.
- Holding EHCP review meetings when appropriate.
- Conducting regular monitoring observations to understand and measure the child's development.

- Ensuring that children who learn quicker; are gifted or talented, are also supported through individualised and differentiated activities and learning opportunities.
- Ensuring that all children are treated as equals and are encouraged to take part in every aspect of the Pre-School routine and curriculum according to their individual needs and abilities; and promoting positive images and role models of people and their differences during play experiences wherever possible.
- The Pre-School uses the Surrey Graduated Response to ensure we identify emerging needs and offer the correct level of support.

Universal Support- For children showing typical developmental stages. This includes our general resources, our curriculum and adult support that is offered to all children within the setting.

Setting Support- Where the preschool observes that a child has a slight delay in one or two of the prime developmental areas. We request support from Surrey AN&D team or the Early Years Educational Effectiveness team. The preschool uses various toolkits to assess development and support the child. We may also make an application for additional Early Intervention Funding.

Specialist Support- This is assessed when a child has been identified as having significant delay within the prime areas of development despite setting support interventions being in place for the child appropriate. The preschool will make referrals to and work alongside outside agencies. The preschool regularly reviews the Surrey Support Plan implementing individualised targets, including those from outside agencies and including recommended strategies within our preschool routine. Organise a transition meeting where appropriate.

Statutory Assessment- When a child has been identified as having sustained developmental delays across multiple areas of development and requires significant adult support and intervention throughout the preschool day, Barnett Wood Preschool will make a Request a Statutory Assessment for an Education Health and Care Plan (EHCP), Working closely with parents/carers, compiling reports and providing time for specialists to observe the child. If an EHCP is issued the preschool will implement targets and attend review meetings.

Barnett Wood Pre-School will:

- Make sure that its inclusive admissions policy includes equality of access and opportunity.
- Make sure that the provision for children with additional needs and/or disabilities is the responsibility of all members of staff within the Pre-School.
- Access the Surrey AN&D advisors team or Early years Educational Effectiveness team, inviting the Surrey advisors into the setting for observations followed by feedback with parents/carers. Having regular telephone contact with the area AN&D/early years advisor for advice and support if required.
- Create a physical environment that, as far as possible is suitable for children and adults with additional needs and/or disabilities, making reasonable adjustments where required.
- Work closely with parent/carers at the earliest opportunity to create and maintain a positive partnership which supports their child.
- Make sure that parent/carers are informed at all stages of the assessment, planning, provision, and review of their child's care & early education.
- Provide parent/carers with information on sources of independent advice and support, as well as advice and services offered within Surrey.
- Liaise with other professionals involved with children with additional needs and/or disabilities and their families, including transfer arrangements to other settings and schools.
- Implement a Surrey Support Plan and/or Education, Health, and Care Plan (EHCP) where needed.
- Use a system of planning, implementing, and reviewing Individual Targets for children with emerging/additional needs and/or disabilities; Targets set will be SMART (Specific, Measurable, Achievable, Realistic, Time-bound)
- Provide a broad and balanced early learning environment for all children with emerging/additional needs and/or disabilities.
- Provide differentiated activities to meet all individual needs and abilities.
- Review Outcomes regularly, e.g.6 weekly, and hold review meetings/conversations with parents at this time.
- Use the online progress monitoring software 'Tapestry' to keep records/summaries of the child's progress alongside the graduated response.
- Maintain a hard copy confidential file of all key documents e.g. SSP, reports, referrals, EHCP and meeting records; whilst the child is registered at the Pre-School.
- Make sure the dignity, privacy and needs of children with additional needs and/or disabilities are met when intimate care is being provided.

- Where applicable the SENCo will prepare an application for Early Intervention funding (EIF) to support the needs of the child. This will always be undertaken in conjunction with parent/carers.
- Arrange for appropriate training for staff when needed.
- Raise awareness to parent/carers of any specialism the setting has to offer, e.g. Makaton trained staff.
- Review the effectiveness of our AN&D provision by collecting information from a range of sources e.g. SSP/Outcome/Target reviews, staff and management meetings, parental and external agencies' views, inspections and complaints.
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. audio, large print, additional languages.
- Follow good practice of early intervention through continuous monitoring and working together with parent/carers as this underpins our approach in the provision.
- Work closely with the next setting to make sure information is exchanged and there is continuity of care.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2021)
- Working Together to Safeguard Children (DfE 2018)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)
- Children and Families Act (2014).
- Equality Act (2010).
- Disabled Children and Equality Act for the Early Years (2014).

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