



## **Special Educational Needs and Disability (SEND) 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 special educational needs of the children at the Pre-School, always making sure plans and records are shared with parents.

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 in discussing their child's individual needs, to allow us to help the child to develop to their full potential.
- Working with any child who has emerging/additional needs and/or disability and making reasonable adjustments and 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 and other settings.
- 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 required.
- 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 SEND to take part in outings and educational visits and other activities linked to their learning, along with their peers.
- Developing and maintaining staff with specific training about Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice.
- Attending all review meetings with the local authority/professionals.
- Conducting regular monitoring observations to understand and measure the child's development.
- Giving all children a full settling in period when joining the Pre-School according to their individual needs.
- Identifying each child's 'starting points' within two weeks of starting at the Pre-School, in partnership with their parents.
- Ensuring that children who learn quicker; gifted and talented, are also supported.
- Ensuring that all children are treated as equals and are encouraged to take part in every aspect of the Pre-School day 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 SEND Graduated Response, levels 1 to 4 to ensure we offer and use support for children where needed.

**Level 1, Universal Support-** The setting uses intervention tools to write and review Surrey Support Plans (SSP), one-page profile, working closely with parents.

**Level 2, Setting Support-** Early Language Monitoring Tools, Teaching Tool, OT everyday Activities Checklist, Sensory Observation Worksheet, SALT and Behavior packs, SSP in place.

**Level 3, Specialist Support-** Follow the appropriate process on receipt of SEND support notification. Make referrals to outside agencies. Continue to review the Surrey Support plan implementing targets from outside agencies. Organize a transition meeting where appropriate.

**Level 4, Statutory Assessment-** Request a Statutory Assessment for an Education Health and Care Plan (EHCP), providing time for specialists to observe the child and feedback to staff and parents, ensure the parents are aware of different types of school provision, organize transition meeting.

Barnett Wood Pre-School will:

- 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 SEND support team, having the area SEND advisor into the setting for observations followed by feedback with parents/carers. Along with regular telephone contact with the area SEND advisor for advice and support.
- Make sure that our inclusive admissions practice includes equality of access and opportunity.
- Create a physical environment that, as far as possible is suitable for children and adults with additional needs and/or disabilities.
- 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 education.
- Provide parent/carers with information on sources of independent advice and support.
- Liaise with other professionals involved with children with additional needs and/or disabilities and their families, including transfer arrangements to other settings and schools.
- Work closely with the next setting to make sure information is exchanged and there is continuity of care.
- 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.
- Use a system of planning, implementing, monitoring, evaluating, and reviewing Individual Outcomes & Targets for children with emerging/additional needs and/or disabilities; Targets set will be SMART (Specific, Measurable, Achievable, Realistic, Time-bound)
- Review Outcomes regularly, i.e., 6 weekly, and hold review meetings/conversations with parents at this time.
- Use the online progress monitoring software 'Tapestry' to keep records/summaries and observations of the child's progress.
- Maintain a hard copy confidential file of all key documents e.g. SSP including EHCP if awarded 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.
- Implement a Surrey Support Plan and/or Education, Health, and Care Plan (EHCP) where needed.
- 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 SEND 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 assessment, planning, implementation and reviewing progress and working together with parent/carers as this underpins our approach in the provision of support to children with special educational needs and disabilities.

**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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