

## Special Educational Needs and Disability (SEND) Policy

### Statement of intent

The Children and Families Act 2014 requires local authorities to publish, in a single place, information on services and provision across education, transport, health and social care for children and young people aged 0-25 with special educational needs and disabilities (SEND). The purpose of this 'Local Offer' is to enable parents, carers and young people to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms Trull Saplings Preschool offer and shows how we have, for many years, provided for children with special educational needs and disabilities.

### Aim

Trull Saplings Preschool support children with special educational needs and disabilities by providing an environment in which all children are supported to reach their full potential.

- We comply with the Statutory Framework for the Early Years Foundation Stage 2017 and the Equality Act 2010.
- We have regard to the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents of children with special educational needs and disabilities.
- We identify the specific needs of children with special educational needs and disabilities and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We have a designated Special Educational Needs Coordinator (SENCO) who is Ruth Hartley, one of our Key Persons.

### Identifying children with Special Educational Needs and Disabilities

- On induction to our Preschool the Key Person, SENCO and parents share information about the strengths and needs of the child to create a positive partnership.
- Families will be supported for as long as it takes for their child to settle. We want all children to feel happy and safe with us.
- Each child has a Key Person who works closely with each child and the family and who may identify a possible individual need.
- On-going observational assessments are made of all children and are linked to the Early Years Outcomes and Development Matters ages and stages of development (as outlined in the Statutory Framework for the Early Years Foundation Stage).
- Reports from health care professionals may identify a child's individual needs and we will include these in the child's learning and development.

### Supporting children with SEND

- Our SENCO will work with all our staff to ensure our SEND provision is relevant and appropriate.
- We use the 'graduated approach system' for identifying, assessing and responding to children with special educational needs. This means using a step-by-step response through the various levels of intervention which are discussion of a concern, targeted support, specialist support and Education, Health and Care Plan (EHC).
- Our SENCO will explain how children's individual needs can be met by planning support using a written Provision and Support Plan, or Health Care Plan.
- The Key Person will oversee the support plan targets.
- Support plan targets will be reviewed, and new ones planned by the child's Key Person, SENCO and parents.
- We access additional support from other professionals where necessary.

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- Our SENCO will work with all other staff to ensure implementation of the support plan and subsequent continuity of care and education by everyone.
- We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of your child's progress.
- All documentation is kept in the child's file in a locked filing cabinet to ensure confidentiality.
- A delegated inclusion budget for SEND provided by Somerset County Council allows us to provide certain resources when needed.
- Further funding can be applied for to support your child, if it is felt your child's needs may qualify for this.
- Our SENCO has completed specific SENCO training and attends Network Meetings each term to keep up-to-date.
- Staff have attended training linked to specific needs and will attend further courses if required.

### **Accessibility of the environment**

- Disabled access via main door.
- Disabled toilet available.
- Resources are easily accessible by the children who have free choice.
- We will explain the limitations of the building and make changes or adapt our facilities, where possible, if needed.

### **Working with other professionals**

We have regular contact with the following professionals:

- Area SENCO
- Early Years Advisory Teacher
- Health Visitors
- Speech and Language Therapist
- Local Children's Centre Staff (e.g. parent support advisers)

Advice from professionals in other areas may be sought as a need arises, such as:

- Child Development Centre
- Physiotherapist
- Occupational Therapist

There are many other professionals who we can contact regarding a child's specific individual needs.

### **Further information**

- The Key Person is available for advice and support in the first instance.
- Our Supervisor and SENCO are also available to offer advice.
- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and others.
- If a child's needs have been referred to a specific team, we will be able to support parents in accessing these services.
- Information for parents can be found at [www.somersetsend.org.uk](http://www.somersetsend.org.uk)
- Somerset County Council Local Offer - [www.somerset.gov.uk/education-learning-and-schools/school-life/special-educational-needs-sen](http://www.somerset.gov.uk/education-learning-and-schools/school-life/special-educational-needs-sen)

### **Moving on to school/or another setting**

- We hold transition review meetings to plan transition for a child into school/setting. As well as parents and Preschool staff, these could include foundation stage school teachers, school SENCO, receiving setting staff and relevant professionals.



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- We share all documentation such as Support and Provision Plans, early years assessments and observations.
- We welcome the schools/settings to visit our Preschool to familiarise themselves with, and observe, the child and to share information in partnership with parents.

We operate an open door policy and our staff encourage families to visit our Preschool. We will aim to work together to include any child with special educational needs and disabilities.

### **Further Guidance**

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

### **Legal framework**

The Children and Families Act 2014

Early Years Foundation Stage Welfare Requirements (given legal force by Childcare Act 2006)

Children's Act 1989/2004

### **Linked Policies**

Our SEND policy links directly with the following policy within our setting:

- Confidentiality policy

**This policy was agreed by the Trull Saplings Preschool Committee in September 2019 and we be reviewed in February 2020**

**Jane Gibson**

**Chair**

**Trull Saplings Preschool**