

St Joseph's pre-school

Special Educational needs and disabilities (SEND) policy

(In this document, parents mean the person whether parent or carer who have parental responsibility for a child)

All children are entitled to an education that enables them to:

- Achieve the best possible educational and other outcomes, and
 - Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.
- (taken from the Special educational needs code of practice, 2015)

At St Joseph's pre-school, we have high expectations for the children in all areas of their growth and development and believe that in cooperation with parents, carers, other professionals and the local authority, children can thrive and achieve as supported and enthusiastic learners.

We have a named Special Educational Needs Co-ordinator (SENCO) and a minimum of one named supporting SENCO Staff.

Reviewing development.

Children's development is continuously reviewed, we do this by having small keywork groups, ensuring that children are supported by knowledgeable practitioners and maintaining information such as development tracking, observations and targeted learning (encouraging parents/carers to be involved in and contribute to their child's learning both in preschool and at home.

Children are assessed at the age of 2, using the 2 year progress check.

How to support

Children are supported in a variety of ways; staff differentiate in all areas of the curriculum and in their care and support for children. If concerns are raised either by a parent or practitioner then the Senco is involved and the child is moved to the graduated approach of action: assess, plan, do and review. All children receiving support on the graduated response will have a graduated response file.

Speech, language and communication needs

Development and progress are continuously reviewed and assessed. All children at preschool have an ECAT (every child a talker) assessment, this takes place at least termly and looks at the child's developing speech, language and communication needs in more detail. Children are supported in a variety of ways, children are offered support within an ECAT group, this is small group bespoke work to work on identified targets. This is constantly reviewed, and children will move to the next phase as appropriate.

Involving speech and language therapy services

Children will be referred, with parent consent, to Derby and Derbyshire speech and language therapy service, if they are not making expected progress or are demonstrating developmental delay, interventions are not having an impact, or a stammer has been identified.

The speech and language therapy support and any interventions that are implemented, will follow the assess, plan, do, model as set out below with the advice of the Speech and Language Therapist.

Assess

Once a concern has been identified, the Senco will carry out further observation within preschool, taking into account the observations and views of the parent and with regard to the child's home circumstances. The Senco will carry out an analysis of the child's needs and working with the parents and keyworker, put together a plan for support, this may include targeted learning.

Plan

During the planning stage, the interventions, strategies and outcomes that we are seeking are identified and SMART targets written in consultation with parents and Keyworker. Any strategies for support are shared with all the staff team, so that the child is supported consistently.

Do

The early years practitioner, usually the child's keyperson is responsible for working with a child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. Targets that are achieved are celebrated and others ways of differentiating support are considered. If the child has made good progress towards their agreed outcomes, then the child may go back to the universal level of target support. If Progress is not as expected, then another MEP is written with SMART targets. It may become appropriate to seek the advice of other professionals.

Reviews of support are carried out (these timescales are flexible depending on individual circumstances)

Weekly – Senco, keyworker and parents (informally)

Monthly – staff meetings (formally)

6 weekly – agreed review meeting with parents, keyworker, Senco and other professionals (formally)

Where despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made adequate progress, the setting should consider requesting an education, health and care plan assessment.

Staff knowledge and training

It is important to ensure that staff have the necessary skills, knowledge and experience to fulfil their role of supporting children and understanding their role in SEND. The SENCO has the opportunity to update their knowledge through training courses and so pass on this knowledge to the staff team. All staff have the opportunity through personal development to develop their interests, skills and knowledge through CPD and appraisal.

Inter partnership working

The SENCO will with parent's consent, refer to other agencies as appropriate. The setting will support and comply with outside agencies, taking into account advice and/ or implement different strategies and approaches that are suggested to support the development of and inclusion of a child.

The setting, SENCO and staff have regard and working knowledge of the Derby city, local offer.

Transition

At times of transition to other placements including the move to foundation stage 2 (reception class) A plan for support during transition will be agreed between preschool, parents and the next placement. This plan will be to support the child in moving and will be personal to the child. This may include extra visits by the child to or the teacher from the next placement, visual aids and meetings to discuss how to support and objectives for learning. The child's graduated response file is given to the next placement and a receipt obtained, recording the transfer of information.

Legal framework

The SEND Code of Practice: 0-25years (2015)

Special educational needs and disability framework (2015)

The Equality act (2010)

The children and families act (2014)

The Statutory framework for the early years foundation stage (2017)

The special educational needs and disability regulations (2014)