

SEN/D and Inclusion – Jack and Jills Pre-School

Policy statement

Jack and Jill's Pre-School is a fully inclusive setting available to all children aged between 3 months – 5 years old. We welcome children with additional needs, disabilities and educational needs. We accept children who are eligible for the Two Year Offer and meet the requirements of London Borough of Bexley and offer the Early Years Entitlement for all 3-4 year olds who are eligible.

At Jack and Jills pre-school we believe that all forms of prejudice and discrimination are unacceptable and we seek to embrace diversity in all its aspects, seeing each child as an individual. The pre-school aims to ensure that all actual or potential employees, children, families and students are treated equally regardless of ability, disability, medical needs, family responsibility, race, colour, ethnicity, nationality, language, sexuality, religion or belief, gender, multiple birth status, family status. We will treat all children, parents, carers, staff and students with respect and dignity and seek to provide an environment free from harassment, bullying and victimisation. This is reflected through our employment procedures, our admissions process, our curriculum (including a deep focus on developing mindfulness through self regulation techniques, meditation and yoga), as well as additional training undertaken by the staff team at Jack and Jills. At Jack and Jill's we promote ourselves on enhancing children and adult's emotional and physical well-being and providing an enabling environment where all can learn and flourish at their own pace with support and scaffolding from staff.

We aim to provide a stimulating, challenging and inclusive environment where all children can fully participate explore, play and learn together. We want all children to have the best possible learning opportunities and experiences. We welcome and actively promote inclusive practices and diversity, aiming to make the pre-school accessible to all families who wish to use it.

We have due regard to:

- The Special Educational Needs and Disability Code of Practice
- The Equalities Act
- The Children and Families Act
- Promoting British values
- Disability Discrimination Act (DDA)
- Race Relations Act / Race Relations Amendment Act
- Sex Discrimination Act

Gerri Kearney is the named coordinator for SEN/D and Inclusion (SENco / Inco) she will work closely with the whole staff team at Jack and Jills particularly **Anna Zeneli** the setting Manager/ Director in assessing and identifying the needs of the individual children in our care.

Description of Special Educational Needs

Section 312 of the 1996 Education Act states that children have a special educational need if they have a learning difficulty that requires special educational provision to be made for them. Children have a learning difficulty if they:

1. Have a 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 the educational facilities of a kind generally provided for children of the same age in schools within the local area of the local authority
3. Are under compulsory school age and fall within the definitions of point 1 or...
4. Above would do so if special educational provision was not made.

Special educational provision means:

1. For children of 2 or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority other than special schools in the area.
2. For children under two educational provision of any kind.

Description of disability:

All disabled children with SEN are covered by the provisions of SEND code of Practice. Not all children with a disability have a Special Educational Need, those without SEN are only partially covered. Under the Equality Act (2010) a disability is defined as:

- “a physical or mental impairment that has a substantial and long term negative effect on your ability to do normal duties”

In this instance long term is defined as a year or more. Substantial means more than minor or trivial. This definition includes sensory impairments such as visual impairments, hearing impairments and those with long term health conditions such as Asthma, Epilepsy, Diabetes, Haemophilia and Cancer. There is sometimes a significant overlap with children who have a disability and long term health condition and those with SEND. If a child requires additional special education provisions above the adjustments of the equality act they will be covered by the SEN definition.

1.

The role of the SEN co-ordinator at the setting:

The setting SENCO and Manager are continually reviewing and updating information held regarding children who have been identified as having an additional need, disability or special educational need, this is also monitored by the Early Years Advisor (Bexley). We liaise with other professionals involved with the children with special educational needs and their families, including transfer arrangements to other settings and schools. Our SENCO and other pre-school staff attend whenever possible in-service training on special needs arranged by the the Pre-School Manager, Area SENCO/Council and other professional bodies where required to do so.

- The SENCO will organise specific meetings/ in house training for all staff at the setting when required to do so.
- Make families aware of the support that is available to them in the local area.
- To ensure there is an effective and up to date policy in place and it is understood by all staff at the setting. Ensuring all staff are aware of SEND policy and procedures.
- To monitor and co-ordinate the implementation of the code of practice within the setting.
- Build links with relevant agencies to better improve the delivery of care to those with Special Educational Needs and Disability that use the setting.
- Seek advice and make referrals to the local authority.
- Ensure the most up to date information on all children at the setting with SEN
- Build good relations with parents and share relevant information regarding their child and their child's progress i.e.: IEPS
- Ensure children with SEN are supported and involved in decisions relating to their SEN.
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The role played by the EYAT (Early Years Advisory Teacher for Bexley):

The EYAT is employed by London Borough of Bexley and is responsible for supporting the setting and the setting SENCO. He/she provides practical support and advice. Helps to access specialised support to assist in identification and intervention. Develops SEN training for the LA (Local authority, in this instance Bexley). They help to promote inclusion and assist in helping settings ensure children reach their full potential.

Our EYAT is Nadine White.

Early Years Curriculum and SEN

We constantly adapt our teaching styles and materials to help children with different individual needs to learn and thrive whilst in our care. All children attending Jack and Jills Pre-School have full access to the environment, activities, resources and staff. Children with and without special educational needs are encouraged to engage in all aspects of Pre-School life. The curriculum is broad and rich to reflect the needs of all the children in our care. We use a system of planning, implementing, monitoring, evaluating and reviewing. The over arching curriculum plans are made taking in to account the observations and assessments staff carry out for each child, thus ensuring individual specific targets are established for each child regardless of additional needs, disabilities and educational needs. All children's progress and development is measured against the EYFS early years goals.

- Communication and Language CL
- Physical Development PD
- Personal Social and Emotional Development PSED
- Literacy L
- Mathematics M
- Understanding the world UW
- Expressive Arts and Design EAD
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Key-Person and buddy system

Each child at the setting has a named Key-Person. The purpose of a key-person is to establish a good knowledge of the child, to enable the setting to identify the developmental stage of each child using the EYFS and to allow the child and the families of the child to have a strong bond with the setting. Each child with additional needs/ Special educational needs / disabilities will also have a Key-person buddy in place to support the child in their learning and the Key-worker in their role. The KP will liaise with the SENco if they identify intervention is required for the child. The buddy will be someone the child has developed a good relationship with in the setting to maintain positive relationships.

The role played by our Parents/Carers

We work in partnership with our Parent/Carers and understand that the Parent/Carers know the child best and that they have a great deal to contribute to the child's individual learning.

We value all parental contributions and actively encourage this via our open mornings, our open door policy and by scheduled meetings with your child's keyworker to discuss progress and achievements, review Action Plans and targets. Additionally communication comes via email, text and our facebook page.

We endeavour to always be supportive of the family as well as the child. A close relationship with parents should be established, we value the importance of working in partnership.

Involvement of the Child in their own learning

Where it is practical and appropriate to do so we seek the child's views to their own learning and any SEN provisions put in place. We do so by offering choices using objects, photographs and verbal means taking in to account the age, stage and ability of the child. We take into account what engages the child and what is of special interest to them and count this as the child having an input to their learning. We firmly believe that all children irrespective of special educational need; disability; mental health or medical need; race; culture; class; creed; gender or social status have the right to express their needs and have them met whilst attending our Pre-School.

Information Sharing

We will keep the Parents/carers informed of the child's progress at all stages by regular updates (planned and unplanned). If required this can be written. Unplanned updates will always be verbally communicated. If required we shall translate all information into the home language where it is necessary (or we will arrange for a translator to verbally inform you).

Information regarding your child is strictly confidential and will not be shared with anyone outside of the setting without prior consent from the parent/carer. The exception to this is if we feel there is a Safeguarding issue that needs to be addressed whereby the child could be at risk of significant harm without our intervention, in which case no prior permissions will be sought.

Record keeping:

Accurate and up to date records will be kept on the child's learning and development, including Action Plans/Individual plans in place. Information provided by parents carers and external agencies will be recorded within the child's individual progress file or the SENCO case study file to build up a whole history/case file for the child within the graduated approach. All information held on the child will be used for further assessment purposes.

Information is shared taking into consideration GDPR guidelines.

Areas of need

- **Communication and interaction** - which may include children with:
 - speech and language delay, disorder and impairments
 - specific learning difficulties
 - ASD and associated features
 - language and communication difficulties that are a result of permanent sensory and physical impairments
 - moderate, severe or profound learning difficulties.
- **Cognition and learning** – which may include children who:
 - demonstrate moderate, severe or profound learning difficulties
 - have ASD or associated features
 - have sensory, physical or behavioural difficulties which affect their cognition and learning
- **Sensory and/or physical** – which may include children who:
 - have varying degrees of visual, hearing or physical impairment
 - have moderate, severe or profound learning difficulties
- **Behavioural, emotional and social development** – which may include children who:
 - experience emotional and behavioural difficulties
 - have moderate, severe or profound learning difficulties
 - are disruptive and or hyperactive
 - have immature social and/or communication skills
 - present challenging behaviour as a result of underlying needs
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Action Plan (AP) or IEP (Individual Educational Plan)

Terminology: Where you see AP written this means Action Plan

An AP (also known as IEP) will be put in place if your child requires extra support from the setting to help them reach their potential. Highlighting areas where they are distinctly behind the average for their age/stage of development. The AP will be tailored to the needs of the individual child and targets will be SMART (Specific, measurable, achievable, realistic and time bound). The AP will be child centred

We review AP's half termly. Parents/Staff/the child and the SENCO are able to input to the AP. We have a review monitoring sheet which highlights what the child has achieved and if the AP needs to continue or a new one put in place. All AP information is stored within the SENCO case study file.

The AP may be shared with any other professional that is working with the child (see information sharing section of the policy).

This focuses on the child and continuing to help them develop.

Two staged graduated approach to SEN Support:

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- *Assess → Plan → Do → review.*

Everyday practice means we are **assessing** the children. If it is noted that during observations on a child their progress is significantly less than expected within the EYFS it needs to be brought to the attention of the SENCO. The KP must do this to enable a **plan** to be put in to place. If it is decided that SEN Support needs to happen to assist the child, the parents/carers will be notified and their views/wishes taking into account when preparing the Action Plan (AP). The KP and SENCO will then **do** what has been outlined on the AP to support the child at pre-school. The AP will be shared with all those who are supporting the child at the setting and external agencies such as health visitor, Speech and language support etc if required. It will also be shared with the parent/carers. Regular **reviews** will take place to ensure the effectiveness of the SEN Support and to monitor the child's progress within the interventions put in place. At this stage the AP will be reviewed a new one put in place based on the assessments made on the child during the timescale of the AP. The cycle starts again to assess, plan, do and review.

At the review stage we will determine if the child will remain on SEN Support or return to normal monitoring due to progress made. It may be necessary to refer to external support and or statutory assessment from the local authority.

CAF – (Common Assessment Framework)

The CAF form encourages multi-agencies to work in partnership to gain a complete picture of the child. The CAF does not in any way replace the process of Statement/EHC plans.

The idea of the CAF is to assess need and provide help and support at an early stage to lower the level of risk/need.

Early help → Referral:

- Level 1 – Low level need or risk – Child has some additional needs or vulnerability.
- Level 2 – Medium level need or risk – Child experiencing difficulty where improvement is desirable or intervention necessary to avoid further deterioration.
- Level 3 – Medium to high level need or risk.
- Level 4 – High level need or risk.

Statutory Education, Health and Care plans (replace “Statements/Statementing as of 1/9/14”)

An Education, Health and Care plan (EHCP) may be put into place following assessment should it be agreed to do so. This process takes 20 weeks from the start to the end:

1. Request is made to the statutory assessment team, with as much information as possible about the child and reason for referring with the approval of the parent. This is acknowledged by a panel. Parents/professional informed of the panel's decision to continue with the referral. If continues a key-worker and case officer are allocated and a draft plan meeting is organised. (maximum of 6 weeks for assessment). If the LA decides not to go ahead with a plan you have 6 weeks to appeal the decision.

1. The key-worker and the family will meet and complete section one of the referral document and include the advice of professionals that are also involved with the child. Section 1 is then completed to send back to be proof read. With a period of 15 days to complete.
 - 2.
 3. If at this stage it is declined to go further by the LA you have 16 weeks maximum to right of appeal.
1. Now section 1 has been completed by the parents/professionals case officers will write section 2 of the plan. Section 1 and 2 will then be sent to the panel. The panel consider sections 1 and 2 and will then write section 3. This will detail costs and responsibilities.
1. The completed draft document will be sent out to parents/professionals to read through and they must respond within 15 days. The case officer will contact the parents to discuss the plan. The draft plan meeting is held. The outcomes and plan is formed at this meeting.
1. 16-20 weeks - case Officer makes amendments
 1. 20 weeks - the completed plan is set out to parents/professionals/schools/settings.

At every stage of the EHCP being collated the families and the child will be involved.

The EHC plan for the child will include:

- The views of the child and the family. The child's interests, their play their friendships and a history of the child.
- A summary of how the child communicates
- The child's SEN and/or disability.
- The child's health care needs.
- The outcomes sought for the child on their IEP/AP.
- Any Special Educational Provision for the Child.
- The name and type of provision the child attends.
- Details of any budget agreed for the child and where this is to be applied.
- The information gathered during the EHC needs assessment.

SEND and Transition

We will share all knowledge about the child with any new settings, health professionals and schools. Where it is required we will visit the new setting/teachers to discuss the child and their Action Plans, progress before the child starts. Or, they can attend a session at the pre-school to allow this exchange of information. Where it is practical to do so a member of our staff team that knows the child well can attend any open days along side the child to make transition easier. If this is something that you feel would benefit your child please speak to Gerri Kearney, SENCO.

London Borough of Bexley hold a transition day each academic year to also allow this to happen. The SENCO and/or Manager will be in attendance to speak to schools within the borough about all children who have Special Educational Needs and/or disability during their transition to school.

If the child has an Education, Health and Care Plan (EHC plan) in place the child will have support to ensure they get their requested school.

Concerns and Complaints regarding our Provision for children with SEND

If you are unhappy with any aspect of our SEND and Inclusion policy and or procedures whilst at Jack and Jills Pre-School, in the first instance please address these issues with Gerri Kearney, SEN/D-CO/Inco. If the matter is not resolved to your satisfaction it will be passed on to Anna Zeneli, Pre-School Manager/Owner. Our full complaints procedure is also available to view in the policy file, located in the main hall available upon request at any time.

How do we monitor and review our policy and procedures for providing education for children with SEN/D

Our SEN policy is reviewed yearly or where legislation may change and it is appropriate to do so. We actively ask for parental involvement in the changing of our SEN policy to ensure it works well for the setting and the families it serves. A yearly SEN/D questionnaire will be available shortly before hand to allow us to improve our over all SEN/D provision and ensure we are fully operational .

When preparing this policy and procedure document we have taken into account and amended based on; The Special educational Needs and Disability Code of Practice: 0-25 years (DoE 2014), Children's and families act (2014), Equality act (2010), Statutory Framework for the Early Years Foundation stage (DoE 2014), Working together to safeguard children (DoE 2013) and literature from the PSLA. Initially views were sought from parents and carers of the pre-school setting during the COP being in the draft process 2019.

SEN/D Coordinator/Deputy Manager: _____ Date: _____
Manager: _____ Date: _____

[Updated: Feb 2019 review Jan 2020.](#)