**Mucky Pups Preschool**

**Special Educational Needs and Disabilities (SEND) Policy**

**Definition of Special Educational Needs (SEN)**

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them”. (The Equality Act, 2010)

**Aim**

The aim of this policy is to ensure that at Mucky Pups Pre-School we are committed to the inclusion of all children and that all children have the right to be cared for and educated to achieve the best possible outcomes, to share opportunities and experiences, to develop and learn alongside their peers.

We provide a positive and welcoming environment where children are supported according to their individual needs.

We recognise that some children may have additional needs that may require particular help, intervention and support. These needs may be short-lived for a particular time in the child’s life or may require longer-term or lifelong support. At all times we will work alongside each child’s parents and any relevant professionals to share information, identify needs and help the child and their family access the support they need.

In accordance with our admissions policy, we are committed to providing a childcare place, wherever possible, for children who may have special educational needs (SEN) and/or disabilities according to their individual circumstances, and the settings ability to make any reasonable adjustments in order to provide the necessary standard of care. All children will be given a full settling in period when joining the setting according to their individual needs. (Please see our Local offer for further details.)

Where we believe a child may have learning difficulties and/or a disability that has not previously been acknowledged, we will work closely with the child’s parents and any relevant professionals to establish the child’s needs and to secure any action that may be required. We recognise that children with disabilities may not have SEN but may need the setting to make reasonable adjustments to enable them to make full use of the setting’s facilities.

Where we have emerging concerns about a child and/or where a child has identified additional needs or a disability, we will find out as much as possible about the needs of the child and any support the child or family may need to ensure the child makes the best progress in their learning and development. We do this by:

* Liaising with the child’s parents
* Observing each child’s development and monitoring such observations regularly
* Liaising with any other relevant professionals engaged with the child and their family
* Seeking any specialist help or support
* Researching relevant publications/sources of help
* Reading any reports that have been prepared
* Attending any assessment or review meetings with the local authority/professionals.

**Legal framework and definitions**

The relevant legislation underpinning this policy includes:

* [Special Educational Needs and disability Code of Practice: 0 to 25 years](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/319639/Code_of_Practice-Final-10June2014.pdf)
* [The Children and Families Act 2014,](http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted)
* [The Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents)
* [Special Educational Needs and Disability Regulations 20154](http://www.legislation.gov.uk/uksi/2014/1530/contents/made)
* [Statutory Framework for the Early Years Foundation Stage 2018](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf)
* [Working Together to Safeguard Children 20153](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281368/Working_together_to_safeguard_children.pdf)

Aims

Mucky Pups has regard to the statutory guidance set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). We have clear arrangements in place to support children with SEN and disabilities.

We aim to:

* Recognise each child’s individual needs through gathering information from parents and others involved with the child on admission and through our procedures for observation and assessment
* Ensure all staff understand their responsibilities to children with SEN and disabilities and have regard to the guidance given in the Special Educational Needs and Disability Code of Practice 2015
* Plan, provide or help parents to obtain any additional help or support for any needs not being met by the universal service provided by the setting where possible
* Include all children and their families in our provision, making reasonable adjustments where needed and where possible
* Provide well-informed and suitably trained practitioners to help support parents and children with special educational needs and/or disabilities
* Identify any emerging concerns that might suggest a child has special educational needs and/or disabilities at the earliest opportunity and plan for those needs through a range of strategies
* Share any information received and assessments made by the setting with parents and where possible support parents in seeking any help they or the child may need
* Seek any additional help needed including requesting an Education, Health and Care (EHC) Needs Assessment where the setting’s own actions are not helping the child to make progress
* Work in partnership with parents and other agencies in order to meet the individual children's needs, including health services and the local authority, and seek advice, support and training where required
* Monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services if needed
* Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the setting’s day according to their individual needs and abilities
* Ensure that gifted and talented children who learn more quickly are also supported
* Encourage children to value and respect others
* Challenge inappropriate attitudes and practices
* Promote positive images and role models during play experiences of those with additional needs wherever possible
* Celebrate diversity in all aspects of play and learning.

Methods

We will:

* Identify a member of staff to be our Special Educational Needs Co-ordinator (SENCO) and share their name with parents (see below for an explanation of their role)
* Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the setting
* Ensure that our inclusive admissions practice includes equality of access and opportunity
* Ensure that our physical environment is, as far as possible, suitable for children and adults with disabilities
* Work closely with parents to create and maintain a positive partnership which supports their child(ren)
* Provide differentiated activities to meet all individual needs and abilities to give a broad and balanced early learning environment for all children including those with learning difficulties and/or disabilities
* Ensure that parents are consulted with and kept informed at all stages of the assessment, planning, provision and review of their child's care and education, including seeking any specialist advice
* Ensure that children’s views are sought and listened to
* Use a graduated approach (see explanation below) to identifying, assessing and responding to children who have emerging difficulties, suggesting they may have special educational needs or a disability that requires a different approach
* When planning interventions and support, agree the outcomes and the expected impact on progress and a date for review
* Hold review meetings with parents at the agreed times and agree any changes or adjustments to support
* Seek any further advice or support needed including multi-agency approaches, Early Support and requesting an Education, Health and Care (EHC) Needs Assessment where the setting’s own actions are not helping the child make progress
* Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transition arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child’s needs to ensure information exchange and continuity of care
* Provide parents with information on sources of independent advice and support
* Keep records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities
* Provide resources, in so far as we can (human and financial), to implement our SEN/disability policy
* Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
* Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
* Provide a complaints procedure and make available, where possible, to all parents in a format that meets their needs e.g. large print, additional languages
* Monitor and review our policy annually or as needed if more often.

**The role of the Special Education Needs Co-ordinator (SENCO)**

The role of the SENCO is to provide a lead for staff in relation to SEN and disabilities and to make sure procedures are followed, appropriate records kept and parents are involved. The child’s practitioner (key person) will normally remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

The particular responsibilities of our SENCO are:

* ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting’s approach to identifying and meeting SEND
* advising and supporting colleagues
* ensuring parents are closely involved throughout and that their insights inform action taken by the setting
* liaising with professionals or agencies beyond the setting.

**Our settings SENCO is: Jean Wills**

**The settings second SENCO is: Stephanie Simpson**

**Graduated approach**

In line with requirements of the Special Educational Needs and Disability Code of Practice, we take a graduated approach to working with children with emerging concerns and their families. This approach includes:

* An analysis of the child’s needs including whether we should seek more specialist help from health, social services or other agencies
* An agreement about the interventions and support needed and the expected impact on progress and a date for review
* Implementation of the interventions or programmes agreed, including assessing the child’s response to the action taken
* A review of the effectiveness of the support and its impact on the child’s progress by the key person, SENCO, the child’s parent(s) and the views of the child, including any agreed changes to outcomes and support
* Revisiting this cycle of action in increasing detail and frequency including seeking further specialist help to secure good progress until the SENCO, key person, the child’s parent(s) and any other professionals involved agree intervention is no longer needed or decide to request an education, health and care needs assessment (see below).

**Our Provision Map**

**Universal Provision**

This is the universal provision offered to all children at Mucky Pups Preschool. All children will have access to a broad and balanced curriculum and their progress will be monitored and assessed through the development levels of the Early Years Foundation Stage (EYFS) and WellComm speech and language assessments. Significant achievements and progress will be documented in each child’s individual online Learning Journey. Assessment of each child's achievements and progress is ongoing and is shared with parents / carers through formal and informal meetings.

At Mucky Pups all children are valued. We recognise each child as an individual with unique learning needs. Children's previous experiences, learning styles, motivations and interests are used to plan meaningful, stimulating and challenging learning opportunities.

**Targeted Response**

When a child is assessed as working at developmental levels lower than those typical for their chronological age or are not making progress then the SENCO will consider moving to a targeted response. Children at this level will be included on the SEND register until they have been assessed at developmental levels typical for their age and are making progress towards individual targets.

The SENCO will introduce additional support to help the child to make progress and 'catch up'. This will be offered through:

* targeted / focussed one-to-one and /or group activities;
* planned interventions;
* targeted resources;
* individual / specialist equipment (with care plan if necessary)
* environmental adjustments e.g. quiet areas.

Each child's progress will be monitored through an individual Targeted Learning Plan or group plan which will highlight the additional support and resources used.

Staff planning meetings are held to evaluate strategies and plans for individual children and to agree any changes.

**Specialist Support**

Children who has an unmet additional need will be at Specialist Support.

A child's needs will be monitored through a Targeted Learning Plan (TLP) displaying:

* differentiated provision;
* small targeted steps;
* strategies;
* resources.

Additional support will be highlighted on an individual Provision Map.

Knowledge and advice from relevant professionals and outside agencies may be sought with parent's consent. The SENCO and nursery practitioners will use specialist knowledge and advice about a child's individual needs to enable them to make progress and reach their full potential.

A referral to the Early Years Panel may be made for extra support or funding.

 An Early help assessment (EHA may be completed).

Team around the Family (TAF) meetings may be arranged. This is an opportunity for the family and professionals to discuss how a child's additional needs can be met.

**Education, Health and Care (EHC) Needs Assessment and Plan**

If the help given through the setting’s graduated approach is not sufficient to enable the child to make satisfactory progress, we may request, in consultation with the parents and any external agencies already involved, an assessment of the child’s needs by the local authority. This is called an Education, Health and Care (EHC) assessment. The assessment will decide whether a child needs an EHC plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEN or a disability. The local authority will consult with parents and let them know the outcome of the assessment.

**Early help assessment**

If we believe a child and their family would benefit from support from more than one agency, for example where a child may have difficulties linked to poor housing or difficult domestic circumstances, we may request or carry out an inter-agency assessment to get early help for the family. This early help assessment aims to ensure that early help services are co-ordinated and not delivered in a disjointed way.

In our setting we use the Early Help Assessment (EHA)

**Early Support**

Where children have disabilities, we may seek additional help and resources through the Early Support Programme whichco-ordinates health, education and social care support for the parents and carers of disabled children from birth to adulthood. There is more information on the Council for Disabled Children website: <http://councilfordisabledchildren.org.uk/earlysupport>

**Complaints**

The complaints procedure for SEN will follow the nursery's complaints procedure. Complaint forms are available from the office.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with their child's keyworker. If a concern continues then the SENCO will discuss this with parents / carers.

 **SEND Training**:

 The SENCO will attend training courses, relevant for her professional development, on children with special educational needs and disabilities. All nursery practitioners will attend relevant courses, which will be organised by the Headteacher or SENCO and evaluated through the school’s professional development and performance management policies.

**Partnership with Parents and Carers**:

 If we feel that a child is having difficulties this will be discussed with parents by the child’s keyworker. If necessary, a meeting with the SENCO will be arranged to discuss and share any concerns and agree on the next steps.

If contact needs to be made with any outside professionals then the SENCO will always obtain permission from parents before going ahead. Parents will then be involved, through organised meetings, in any discussions and decision-making regarding appropriate steps to meet the individual needs of their child.

Parents will always be invited to reviews of their child’s progress.

**Links:**

 Links will be maintained, with parental consent, with other professionals and agencies, including:

* Health Visitors;
* Medical Professionals e.g. Paediatricians; Occupational Therapists (OT); Physiotherapists; Speech and Language Therapists (SALT);
* The Child Development Centre;
* Portage;
* Educational Psychologists (EP);
* Inclusion Teachers;
* Children's Integrated Services;

Links with other educational settings are made with dual registration and during transition. This will ensure changes are managed as smoothly as possible for all concerned. Information regarding the child's progress is shared with the new setting.

Date policy adopted on: 2nd September 2023 Date for review: 2nd September 2024

Signed: J E Wills Position: Manager