



**Bishop Cornish Education Centre**  
**Ofsted Registration No: EY397520**



## **Supporting children with Special Educational Needs (and/or) Disabilities Policy**

### **Policy statement**

We provide a safe and welcoming setting where all children are recognised as an individual. We recognise the need to adapt our methods of help and support based on each individual child.

We help and support children develop the foundation to become effective learners and respect themselves and others in an age appropriate way, removing any barriers and making reasonable adjustments to help all children reach their full potential.

- We provide an environment in which all children with Special Educational Needs and/or Disabilities (SEND) are supported to reach their full potential
- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the Local Authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

### **Procedures**

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and let parents know who this is. Our SENCO is:  
Jenna Dark
- The SENCO works closely with their colleagues and has responsibility for the day-to-day operation of our SEND Policy and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children. This is based around the needs of all the children in our setting.

- We have a key worker system and all staff communicate regularly around children's progress and development to help aid early identification of any need for SEND support and/or intervention.
- We use the graduated approach system (assess, plan, do and review) applied in detail and frequency to ensure that children progress.
- We ensure that parents are involved in their child's progress, learning experiences and reviews of their children's education, including all decision making processes.
- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We support parents to find information or guidance from local services (eg Early Help Services)
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g. Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources to the best of our ability to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our SEND Policy and the procedures for identifying, assessing and making provision for children with SEND. All staff attend training for supporting SEND (outside training and inhouse feedback and discussion).
- We raise awareness of our special education provision via our website and/or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

### **Special educational needs, disability and areas of need**

The Special Educational Needs and Disability Code of Practice (2015) defines **special educational needs** as follows

"A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream-post 16 institutions."

For children aged two or more special educational provision is education or training provision that is additional to, or different from that generally is made for other children of the same age. For a child under the age of two, special educational provision means education provision of any kind. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition shown above when they reach compulsory school age, or would do so if special educational provision were not made available for them.

Children's special educational needs are generally thought of in the following four broad areas of need and support:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health, and;
- sensory and/or physical needs.

There is often an overlap between disability and special educational needs. Therefore, a child can be defined as being disabled, having a special educational need (SEN) or having both a special educational need and a disability (SEND).

The Equality Act (2010) defines **disability** as

*a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

This definition provides a relatively low threshold and includes many children and adults. Long term is defined by the Equality Act as a year or more and substantial is defined as more than minor to trivial.

### **Identification and assessment**

In our setting every child is allocated a key worker who works with and tracks that child's progress and development in all areas of learning. All staff help plan activities for children as a group and takes the lead on planning and doing activities with their key children. The Manager/SENCO is on hand to discuss any concerns a key worker may have, and then the Manager/SENCO and keyworker will work together by assessing, planning and reviewing progress. This is done along with discussions and input from the parent.

If a need is identified more support will be put into place for the child. This will include an Individual Learning Plan (ILP) being written and completed at each session the child attends. This will then become a 6-weekly cycle (APDR) with input from the keyworker, SENCO, parent and child (where appropriate).

All staff are made aware of any reasonable adjustments or support in place for daily sessions to help support the child and keep consistency.

The EYFS framework and Developmental Journals are used to track children's progress. 2 year checks are undertaken for every 2 year joining our setting. Permission is sought from parents if a child comes to us from another setting or attends a dual setting to share information.

### **SEND provision and teaching and learning inclusively**

In our setting we support and encourage all children to reach their potential and become confident

and effective learners who show respect and empathy to others at each child's own level of understanding.

We help children to see everyone (children and adults) as individuals and encourage ways we can all help each other to learn and grow.

Some examples of what we do as part of our daily routine are we use 'now and next' boards at key times of the day for transitions, use spotty times to help children understand when an activity or change in event is coming, have photo and word labels and use Makaton daily (we teach new signs half termly and add them to parent newsletters). We teach children about how everyone learns with 'dots and circles' in their brains; everyone learns things at different rates and in different ways.

When we learn a new task (like taking our shoes off, or hanging our coat up), we join all our dots to make a circle! Some of us might have learnt how to climb the rope to the slide, but are still learning how to sit on the carpet at story time; we say this is when we are still learning how to join our dots.

We use emotion coaching techniques in our setting such as talking about 'cotton wool and sandpaper' feelings and actions. We talk about how our feelings can get really big inside us like Boris and Doris our feelings monsters. These tools and techniques are all shared with parents on tapestry. We use Makaton to help link and explain feelings and have an interactive emotions board.

#### **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)

#### **Other useful Pre-school Learning Alliance publications**

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years (2014)
- Ready, Steady, SENCO (Pre-school Learning Alliance 2018)

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