



Special Educational Needs and Disability (SEND) Policy

2024-2025

Our vision at Enchanted Wood Preschool aims to:

- provide a secure and welcoming environment for all children and their families, where children enjoy playing and learning together.
- set high standards of teaching and learning, while remaining flexible and responsive to the needs of children and adults in our school community.
- treat each child as an individual and make his/her first experience of school as happy and as stimulating as possible.
- encourage parents/carers to see themselves as partners in their child's learning, who have a unique understanding of their child and who have a vital role to play in their child's development.
- provide experiences that build on the child's natural learning process and on the knowledge and skills he/she brings with him/her to nursery school.
- foster an ethos of respect for the culture, background and beliefs of all our families.

Definitions of Special Educational Needs and Disability (SEN/D)

The definitions of special educational needs (SEN) and disability as described in SEND Code of Practice 0-25 (July 2014) and the Children and Families Act (2014) as follows:

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age or
- 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.
- a child aged two or more has special educational needs if he or she is likely to fall within the above definition when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Special educational provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised learning.

Children and young people who have SEN may also have a disability – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' (Equality Act 2010).

- This includes sensory impairments such as those affecting sight or hearing, and long-term health conditions.
- Children with such conditions do not necessarily have SEN but there is often a significant overlap between disabled children and those with SEN.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. However, such children should be carefully monitored so that a child with special education needs is not overlooked because of his/her home language.

Our approach to SEN/D

- To work within the Special Educational Needs and Disability Code of Practice 0-25 (2014)
- To adhere to the principles outlined in the Children and Families Act (2014)
- To welcome children with special educational needs as part of our community and to ensure that all children have an equal opportunity to engage in the Early Years Foundation Stage curriculum.
- To provide a curriculum that is accessible to the individual needs of all our children, which is modelled on inclusive practices and which removes barriers to learning where ever possible.
- To ensure that the needs of the children are identified, assessed and that support strategies are provided at the earliest opportunity. To consider the needs of the whole child, not just the special educational needs. If additional specialist advice and support is necessary, we will contact the appropriate agencies, in consultation with parents/carers.
- To ensure that the curriculum is planned to meet the needs of children with special needs and to recognise the importance of early identification and assessment in providing this.
- To make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers.
- To ensure staff have access to ongoing training in relation to SEN/D and that every practitioner is a competent teacher of every child.
- To work in true partnership with parents/carers by valuing their views and contributions and involving them fully in decisions about their child.



- To make no decisions about a child without prior consultation with parents / carers. We appreciate that parents may need advice and support in making decisions for their child's future.
- To work closely with parents/carers, making use of their special knowledge of their child and emphasising how important they are to the child's development and well-being.
- To make every effort to involve the child in decision making about their special education provision
- To actively support the establishment and maintenance of close links with all external agencies working with the child. To work in partnership with colleagues in health and social care to provide the best provision.

Inclusive Provision

At Enchanted Wood Preschool we have a policy of inclusive, which aims to meet the needs of each individual child as far as possible. The term 'special educational needs' includes some children who may need extra support, for part or all of their time with us, to overcome mild barriers to learning. It also includes other children with more complex needs who may continue to need support when they leave us.

We believe that every child, whatever their disability, has much to learn from being integrated into a mainstream setting. Increased self-confidence and independence may enable a child with special educational needs to be successfully integrated in a mainstream primary school.

Children with SEN are regarded as full members of the preschool community and the provision is inclusive. Children have full access to the environment, resources, staff and activities. For some children, the process of inclusion maybe gradual, but full inclusion is our aim for all children.

Where appropriate, we can apply for additional funding to support the learning needs of children who need a high level of support.

Accommodation and Facilities

The preschool building is accessible to children and adults with restricted physical movement. It is almost all at ground floor level and a disabled toilet. Within this provision we have changing facilities which are age appropriate and private. We also have a sensory room and a soft playroom for the children's use (at some of our sites.) We have a quiet distraction-free room well suited to individual and small group work. Our garden is easily accessible to all children and has areas of safety surfaces.

Staffing

All our practitioners are responsible for the development and progress of all the children in the nursery school including those children who receive SEN support. As a preschool we regularly and carefully review the quality of teaching and learning for all children. This includes developing staff's knowledge of the SEN most frequently encountered and reviewing strategies to identify and support vulnerable children. Each site has a dedicated Special Educational Needs Co-ordinator (SENCO) and specialist trained staff.

Responsibilities of SENCo

- The day-to-day operation of the special needs policy and co-ordination of provision for the children.
- Identification and assessment, in collaboration with preschool staff, of children who may need additional support.
- To ensure good liaison with parents/carers, staff and other professional or agencies beyond our setting.
- To guide families towards the LA's Local Offer.
- To use person-centred approaches to work closely with parents/carers and to value their key role in achieving positive outcomes for their children.
- To guide and support other practitioners within the setting, advising where appropriate on training and on-going professional development.
- To ensure that appropriate Targeted Plans and Personalised Plans are in place.
- To ensure that relevant background information about individual children with SEN is collated, recorded and updated. Storage of information complies with the preschool's confidentiality protocols.
- To liaise with local schools to ensure smooth transition for each child.
- To attend the LA's network meetings in order to keep abreast of local and national changes to SEN policy.

Identifying Needs

In order to identify and meet the needs of the child we consider the needs of the whole child which are broader than just the special educational needs. This leads to a working partnership with parents/carers, and where appropriate, other professionals, to co-produce arrangements to support and address those needs. The SEND Code of Practice 0-25, 2014 (p.86) describes the 4 broad categories of need:

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying



what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

When children learn at a slower pace than their peers, even given an appropriate level of differentiation, support for learning difficulties may be required. Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD),
- severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and
- profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;
- specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Any concerns relating to a child's behaviour should be described as an underlying response to a recognisable need.

Children may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have identified needs such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder (AD).

Sensory and/or Physical needs

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access the Early Years curriculum.

Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Difficulties which may or may not be related to SEN

We understand that a delay in learning and development in the Early Years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there will be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty.

If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, Children's Centre support may be offered. A multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may also be adopted.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium funding
- Being a Looked After Child
- Being the child of a serviceman/woman

A Graduated Approach to SEN/D Support

In line with the SEND Code of Practice 0-25 (2014), we deliver a graduated approach to supporting children with SEN/D.

Within our preschool provision, preschool staff assess, plan, deliver and review SEN/D provision for individual children in collaboration with the SENCo. We believe:

- High quality provision is differentiated for individual children is the first step in supporting who have or may have SEN/D (See our Levels of Provision document which can be viewed on our website). Teaching and learning is monitored termly, ensuring a differentiated curriculum and good quality personalised teaching is in place for all children.
- Practitioners, in collaboration with the SENCo, are responsible and accountable for the progress and development of children.



- Children's progress is assessed on an on-going basis and reviewed termly using observation and tracking systems. Parents/carers are invited to discuss their child's progress with keyworkers at regular consultations.
- A two-year progress review identifies each child's strengths and any areas of difficulty or concerns, including any emerging SEN or identified disability. This is shared with parents/carers.
- Strong multi-agency working is valued and referral process are followed to ensure integrated services and support are accessed as appropriate.
- Regular team meetings and INSET training is delivered to ensure all preschool staff are aware of new initiatives and processes, as well as good on-going practice to identify and support children with SEND.

Assess – Plan – Do – Review

At the heart of the graduated approach to supporting children with SEN/D is the Assess – Plan – Do – Review cycle.

Assess

- Children starting our preschool are assessed, in an age appropriate manner and in line with Early Years Foundation Stage (EYFS) recommendations, within the first few weeks of entry so that EYFS base line skills can be established and progress planned for and tracked. We ensure we regularly assess all children's needs so that each child's progress and development is carefully tracked and compared to peers and local/national expectations. We listen to the views and experience of parents/carers and the child.
- If we are concerned about a child with no previously known needs, we will discuss this with parent/carer. We monitor progress carefully and use appropriate strategies as discussed at the meeting. If appropriate, permission may be sought to refer to an outside professional for advice, this might be amongst others the Speech and Language Therapy Service, the Educational Psychologist or Physiotherapist or Occupational Therapy Team.
- When a child has identified SEN his/her needs are assessed by the SENCO on entry and any necessary interventions will be implemented as soon as possible. A multi-agency meeting will be held with the parents, preschool staff and all professionals working with the child. The child will not be allowed to start until this meeting is held. The child's needs and how best to support them are discussed. Following this, SEN Support Arrangements will be put in place including the development of a Care Plan Profile outlining the child's strengths and areas of difficulty. This will ensure all adults involved with the child will know how best to support him/her.
- If a child meets the criteria for an Education Health and Care Plan (EHCP) then an application will be made.

Plan

- Where SEN/D support is required the Keyworker, SENCO and the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed. This is called a Personalised Plan and forms part of the SEN Support Arrangements. Targets for the child will be shared with her/him using child friendly language informally and as appropriate.

Do

- The Keyworker is responsible for ensuring the child's learning needs are met on a daily basis, through individualised input and differentiated strategies. She will liaise closely with the SENCO and multi-agency professionals who deliver aspects of the plan, and monitor the progress being made. The SENCO will provide support, guidance and advice for the preschool staff.

Review

- The effectiveness of support arrangements and impact on the child's progress is constantly monitored by the SENCO and Keyworkers. The Personalised Plan is seen as a working document which may be adapted in consultation with the SENCO. Parents/carers are encouraged to participate in a review of the Personalised Plan termly; decisions are made in partnership about how to move forward with support for the child. If a child continues to make less than expected progress a referral to appropriate specialist support from outside professionals may be made. This will be fully discussed with parents/carers and the decision made in collaboration. Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress we will consider requesting assessment which may lead to the Local Authority issuing an Education Health and Care Plan (EHCP). Parents/carers will be involved at each stage of this process and the SENCO is able to offer guidance and support as appropriate. Where a child has an EHCP it must be reviewed by the Local Authority every 6 months whilst the child.

Additional support for SEN/D support can take many forms. This could include:

- a special learning programme for the child. This might involve delivering therapy interventions recommended by Speech and Language Therapists or Physiotherapists; or individualised programmes for children diagnosed with Autism; activity breaks or calming strategies;
- extra help from a teacher, nursery nurse or LSA;
- 1:1 support;
- making or changing materials/resources and equipment;
- working with a child in a small group;
- focused observation of a child and recording observations made sometimes through the use of developmental profiles;



- helping a child to engage in new activities and social situations in an age appropriate way;
- additional support at lunchtime;
- making sure that a child has understood information by simplifying the language used, using picture/symbol prompts, visual time tables, using Makaton or modelling actions and responses;
- encouraging a child to communicate using Makaton or pictures (PECS);
- reading a story to a child individually before they hear it in a group; pre-teaching vocabulary;
- supporting a child with physical or personal care difficulties, such as eating, getting around nursery school safely, toileting or dressing;
- the Local Authority providing additional funding for children with high needs.

Supporting parents/carers

We encourage parents to keep in regular contact and aim to be as accessible as possible; we have an open-door policy. Our SENCo offers guidance and support through procedures and processes involved in the SEN Support Arrangements and where possible supports parents/carers at review meetings.

Our SENCo supports parents/carers by making them aware of how to access:

- The SEN Information Report.
- the Local Offer which includes other agencies who provide services and advice.
- Transition to the next phase of schooling.
- Bexley Snap and other specialist support organisations e.g. Autistic Society.

Supporting children with medical conditions

- We recognise that children with medical conditions should be properly supported so that they have full access to education, including nursery outings, outside play, cooking etc.
- If a child has a medical condition an individual healthcare plan will be agreed with the parents/carers.
- Access to any spaces including changing and toilet facilities will be agreed and parents are asked to share specific routines and strategies with staff.
- Training is given to staff when necessary e.g. Anaphylaxis awareness and EpiPen training.
- Children with allergies are listed on a warning notice displayed in key areas of the building.

Monitoring and evaluation of SEN/D

- There is on-going assessment of each child's progress against targets and regular staff meetings to discuss each child's development.
- Learning Journeys are scrutinised; moderation of observations take place and targets and outcomes are linked to professionals and multi-agency working.
- The SENCo is part of the Senior Management Team and as such reports progress, developments and challenges as necessary.
- In addition, the SENCo meets regularly with all staff to update her on children and their next steps.
- The SENCo meets with the Owner to discuss funding issues. The SEN/D budget is monitored by the finance department.
- All preschool staff are involved in devising the School Development Plan and the SENCo ensures that SEN/D provision is considered in this process.
- The SENCo meets regularly with local networks and can share good practice and review the provision.
- Before transition to school, parents/carers are invited to complete a questionnaire commenting on the provision we offer, including SEN/D support.
- External audits by OFSTED take place usually every 3 years.

Training and development

We ensure that all staff keep up to date with developments in teaching and provision to meet the needs of children with SEN/D. These include:

- Identifying training needs of staff during appraisal and auditing processes.
- In-house INSET and training for staff delivered by the SENCO and relevant external trainers. This might be delivered by our attached Educational Psychologist, Physio or OT Specialists, Health Visitors or other specialist agencies.
- SEND policy and practice induction led by the SENCO for new staff to the preschool.
- The SENCo's own professional development e.g. attendance at SENCO networks, courses, conferences and specialist knowledge and experience.