



1.17 Supporting children with special educational needs

Issue	Issue date	Summary of change
1	3 rd March 2021	Pg.1 Amend to Deputy Zoe Hornigold as setting SENCO
2	12 th October 2021	Pg. 1 Amend to Sue Fuller and Kim Harrod
3	18 th February 2022	Pg. 1 Amendment to Kim Harrod and in her absence either the Leader or Deputy. Details of SEN support plan and EHCP procedures also added.
4	28 th February 2024	Pg. 1 Amendment to Deputy Leader, Christine Fletcher

Policy statement

Buttercups Pre-school provides an environment in which all children with special educational needs, are supported to reach their full potential.

We have regard for the Special Educational Needs and Disability Code of Practice (Jan 2015) and identifying the specific needs of children with SEN and then meeting these needs through a range of SEN strategies. Children with special needs, like all other children, start at Pre-school after consultation between Parent/carers and the Setting Leader or Deputy which involves completing both an enrolment form and a 'Starting Points' form.

Our aim is to provide for the developmental needs of each child in the group irrespective of their special need. Every child is encouraged and supported, where possible and appropriate, to participate in the group's activities. Progress is monitored through observations, record keeping and consultation with parent/carers. We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with special educational needs and their families at all times.

Procedures

- Buttercups designates a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our current SENCO is: our Deputy Leader. (In her absence the role will be filled by the Leader.
- The SENCO works closely with all colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with special educational needs 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.
- We will use the graduated response system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children with special educational needs and disabilities progress.
- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person should raise a concern with the setting's SENCo/setting manager, the child's parents and seeking external SEN support as appropriate.
- Wherever possible we take into account children's views and wishes in decisions being made about them, relevant to their age and level of understanding.

SEN support plan

- A SEN support plan, should show what support is required to help achieve outcomes for the child and detail the frequency of these interventions and who will apply them and with what resources.
- A review date (at least termly) should be agreed with the parents so that the child's progress can be reviewed against expected outcomes and next steps agreed.
- A copy of the plan will be stored in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
- If a child requires specific medical interventions during their time in the setting, a Health care plan form should also be completed and integrated into the general plans to ensure the child's medical needs are known and safely met.
- The action plan should provide an accessible summary of the child's needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.

Drawing up a SEN support plan

- If external agencies are already involved at this stage, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The SENCo/setting manager should take the lead in coordinating further actions including preparation of the action plan and setting short-term targets.
- Where there are significant emerging concerns (or an identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
- A SEN support plan, highlights areas in which a child is progressing well; areas in which some additional support might be needed and any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It describes the activities and strategies the provider intends to adopt to address any issues or concerns.
- The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child. Effective planning at this stage should help parents and children express their needs, wishes, and goals:

- focus on the child as an individual and not their SEN label
- be easy for children to understand and use clear ordinary language and images, rather than professional jargon
- highlight the child strengths and capacities
- enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach.
- If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help assessment should be considered.

Record keeping

If a child has or is suspected of having a SEN, a dated record should be kept of:

- the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions).
- the initial discussion with parents raising the possibility of the child's SEN
- the views of the parents and other relevant persons including, wherever possible, the child's views;
- the procedures followed with regard to the Code of Practice to meet the child's SEND e.g. SEN action plan, referrals to external agencies and for statutory assessment
- evidence of the child's progress and any identified barriers to learning
- advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals

Records may include

- observation and monitoring sheets
- expressions of concern
- risk assessments
- health care plans (including guidelines for administering medication)
- SEN support plans
- meetings with parents and other agencies
- additional information from and to outside agencies
- agreements with parents

- guidelines for the use of children's individual equipment; Early help CAF referrals
- referral to the local authority identifying a child's special educational needs and request for statutory Education, Health, Care (EHC) needs assessment; and a copy of an EHC plan

Seeking additional funding/enhanced/top up

If the child's needs cannot be met from within the setting's core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority's inclusion fund. If a new or existing child is disabled, then the setting should check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund.

Statutory education, health and care (EHC) assessment and plan

Statutory assessment

- If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
- If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years setting.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
- The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.
- Settings should prepare by collating information about the child's SEND including:
 - documentation on the child's progress in the setting
 - interventions and support provided to date
 - evidence of external agency assessment, support and recommendations
 - parental views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

- The local authority must inform the child's parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.

- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.
- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents in the preparation of the plan ensuring that their views and their child's preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents have the right to request a particular provision for their child to be named within their EHC plan.
- If an early years setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

External intervention and support

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

- We monitor and review our policy annually.

Further guidance

Special Educational Needs and Disability (SEND) (DfE and DoH 2015)

www.gov.uk/government/publications/send-code-of-practice-0-to-25

- Early Years Foundation Stage Statutory Framework (DfE 2024)

This policy was adopted by

Buttercups Pre-school

On

28th February 2024

Date to be reviewed

28th February 2025

Signed on behalf of the provider

Name of signatory

Jo Reed

Role of signatory (e.g. chair, director or owner)

Chair person

Staff/Committee member	Date Read	Signature
Sue Fuller		
Christine Fletcher		

Charlotte Chilvers		
Ruby Kilvington		
Sarah Jacobs		