



The Stacey Pre-School

Play • Explore • Discover • Learn

The Stacey Centre, Walsall Road, Copnor, Portsmouth, Hampshire, PO3 6DN
T: 02392 617890 M: 07592 222318 E: thestaceypreschool@gmail.com www.thestaceypreschool.co.uk

SEN POLICY

At The Stacey Pre-School we welcome children with special educational needs as part of our community and we aim to ensure that all children have an equal opportunity to access and fully engage with our Early Years Curriculum.

Policy Statement

The Stacey Pre-School aims to provide a welcoming, and appropriate learning opportunity, for all children. We recognise and understand the right of all individual children, including those with special needs, to an Early Years environment that provides a high quality of care and learning through play.

We understand the need for sensitivity to the needs and feelings of both the children and their families and will ensure that individual needs are recognised and addressed in accordance to the Special Educational Needs Code of Practice (SEN) 2014.

We recognise the importance of early identification and assessment of children with special educational needs. This is particularly important in the area of early years care and education.

We are committed to effective collaboration to adopt a multi-disciplinary approach in meeting children's special educational needs. We will actively support establishing and the maintaining of close links with all agencies working with the child.

We have a statutory duty to complete a progress check for two-year-olds. This is always shared with parents and a written summary is completed. The progress check will be carried out by the Key Person who knows the child well.

If there are any areas where progress is less than expected in relation to peers, or areas of development are causes for concern as raised by parent/carer, staff or the SENCO we will begin to co-ordinate suitable strategies and interventions to support the child.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”. (Definition of Special Educational Needs: SEND Code of Practice 2015 p: 15)

A child of compulsory school age or a young person has a learning difficulty or disability if:

- The child has a significantly greater difficulty in learning than the majority of others of the same age, *or*
- The child has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream settings.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

The agreed arrangements for co-coordinating the provision of education for children with special educational needs

The Stacey Pre-School understands the importance of equal opportunities for all children and believes that all children, irrespective of their special needs, are encouraged wherever possible and as appropriate to engage in all activities that are provided for play and learning, alongside their peers.

We review and evaluate our SEN policy regularly, at least annually. This provides an opportunity to check whether the policy is working well or whether it needs to be revised or otherwise adapted in any way.

Once a year we will review and evaluate the effectiveness of:

- Systems for identifying and assessing children with special educational needs.
- The provision made to meet children's special educational needs.
- The record-keeping for special educational needs
- The allocation of resources for children with special educational

The name of the (SENCO) Special Educational Needs Co-ordinator is: Mrs Marianna Pinnock

Marianna holds a strategic role in coordinating the provision of education for children with SEND alongside the rest of our team.

Staff roles and responsibilities

- All staff are responsible for meeting the needs of children with SEN.
- The SENCO will support staff and will co-ordinate the SEN provision across the nursery.
- The SENCO will share information with all staff on the identified needs of the individual children and any agreed strategies to support them.

Role of the SENCO

- Supporting colleagues in planning to meet the needs of a child with SEN
- Advising colleagues about the range of strategies available to use
- Identifying staff training needs and encouraging colleagues to attend relevant training
- We share any concerns about the development of individual children with room staff
- We support staff in differentiating the curriculum for individual children
- The SENCO is responsible for organising a number of meetings such as the settling in review (SIR) Team around the Child (TAC) Short term plans (STP) SEN Support Plan (SSP) Education and Health Care Plan (EHC) and Transition Plan (TP) with parents, Key Person and other outside agencies/professionals where appropriate.
- The SENCO will set up a confidential file for each child and ensure that all records; assessment reports are filed and kept securely in line with General Data Protection Regulation (GDPR).
- We work closely with partner agencies including those in education and health and social care.
- We work in partnership with parents/carers to make referrals where necessary. This may include contributing and initiating Common Assessment Framework (CAF).

Specific SEN Provision and Facilities Staff specialisms

The staff team regularly access a range of training including via Portsmouth City Council's Early Years Team, including a range of special needs topics, including; general awareness of SEN, Language and Communication Development.

Marianna has training in basic Makaton skills.

Arrangements for providing access to a broad and balanced curriculum

We acknowledge the importance of weekly observation and assessment. These observations are then used to plan for each individual child's needs.

We provide a broad and balanced curriculum for children with special educational needs through observations and the implementation of STP's or Short Term Plans.

We operate a system of observations and assessments to enable us to monitor each child's individual development and identify their specific needs.

If an individual child is not meeting their stage of development to their age, the individual needs are assessed further and then a meeting with the parents, key worker and the special educational needs co-ordinator is made to discuss the concerns.

After obtaining permission from the parents/carers we seek advice from the Local Authority's SENCO officer regarding further professional assessment of the child.

If the child's needs can be met through the overall planning then a support plan will be put in place to alongside the planning. However, if a special educational need is identified then a referral is made.

Once an assessment has been made a Short Term Plan (STP) will be devised between the parents, the local authority's area SENCO and the Stacey Pre-School's SENCO. The STP will consist of strategies to support the child's specific needs.

The STP will be implemented on a daily basis and reviewed every six weeks with all the relevant parties present.

The SENCO will set up a confidential file for the child and will ensure all records, assessment reports and STP's are maintained.

Allocation of funding for children with Special Educational Needs

We recognise our duty under the Disability Discrimination Act 2010. Therefore we ensure that a set amount of our annual budget is allocated to meet the individual needs of children with Special Educational Needs.

Funding will be allocated towards:

- Employing an additional part time member of staff
- Purchasing suitable resources and equipment to meet the individual needs of children with Special Educational Needs

The evaluation process of the policy including the how, when and by whom.

We aim to develop our inclusive practice in everything we do. For example:

- By finding opportunities to use Makaton with all children, not only those with language difficulties
- By using visual support with all children for example, using visual signs/graphics alongside the written word to identify contents of drawers that hold resources and to prompt hand washing in the bathroom.
- By the use of persona dolls to explore physical differences and challenge stereotypes.

The Local Offer

Every Local Authority is required to publish information about services they expect to be available in their area for children and young people from birth to 25 years who have SEND and also services outside of their area which they expect children and young people from their area to use.

This is known as 'The Local Offer'.

The Local Offer has two key purposes:

1. To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
2. To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

Who is the Local Offer for?

The Local Offer is primarily designed for parents/carers, children and young people with SEND. However, it will also enable practitioners and professionals to clearly see what services are available in your local area and how to access them.

Identification, assessment and provision

The development and interests of all children are supported through the use of on-going observations and record-keeping. When there are concerns regarding a child's general development, or they are not progressing in a specific aspect of learning then it may be necessary to differentiate learning opportunities and approaches to learning.

Any differentiation would be identified on our general planning and recorded using the suggested EYIT Monitoring Form as well as the carrying out 2 year progress checks as part of early intervention.

Ongoing difficulties may indicate the need for specific support through an individual short term plan (STP) at SEN Support, which would be drawn up by the parents/carers, SENCO and the child's key person and reviewed on a six-weekly basis.

If the child is receiving support from health and educational professionals, they will be invited to the support planning meetings and their advice would be incorporated into the STP at SEN Support. If the child's needs were identified as severe and complex and considered as low incidence requiring additional long term support at school, then a statutory assessment would be sought with the support of a local authority Educational psychologist.

Agreed arrangements for developing parent partnership

We recognise the value of working with parents as partners.

We work with parents in many ways including:

- An open door policy, with daily opportunities for parents to share information discuss issues with staff and management
- Key Person system
- Keeping parents/carers involved and informed at every stage of their child's learning and development, regularly using our online journal, *Tapestry* and inviting parents/carers to all review meetings.
- We value the contributions of parents/carers on all levels, including their contributions towards short term plans, "All About Me", and transitions plans at all times valuing their expert knowledge of their child.

Arrangements for dealing with concerns and complaints from parents of children with special educational needs.

We acknowledge the delicate and emotional nature of special educational needs. Therefore we have implemented arrangements for dealing with complaints or concerns about SEN provision.

Any complaints or concerns regarding SEN should be addressed to the key person, SENCO or a senior manager, and a meeting will be arranged.

If the issue is not resolved, the complaint will then be referred to the first level of the general complaints procedure.

A copy of the Complaints Policy is displayed on our Parent Noticeboard, is available for download via our website or via Tapestry and is also given to all parents with a New Parent Pack.

Arrangements for ongoing staff training and continuous CPD

We value the importance of ongoing access to training in order to enable staff to meet the needs of individual children. We will review the staff training needs on an annual basis and plan training accordingly.

We have a commitment to developing the skills and knowledge of new staff through an induction programme, which includes specific training in meeting the needs of children with special educational needs.

We also complete a SENCO action plan which includes areas of SEND CPD.

Guidance taken from:

The Special educational needs Code of practice (2015)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Statutory Framework for the Early Years Foundation Stage

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Equality Agency (2010)

<https://www.gov.uk/equality-act-2010-guidance>



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The Stacey Pre-School: Local Offer:

The Stacey Pre-School is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

The aim of our Local Offer is to provide families with information about what support is available to support children with Special Educational Needs and Disability (SEND) and how to access it.

How we identify if a child may need extra help or What should I do if I think my child may have special educational needs?

At The Stacey Pre-School the Key Person will use a graduated approach: this role allows the staff member to build a trusting relationship with both the child and parent/carer and identify the likes and dislikes of the child, as well as assess the child's developmental level.

The key person will carry out a range of observations and assessments while monitoring progress each term. If any areas of The Early Years Foundation Stage identify extra support a further assessment may be completed.

Parents/carers will be invited in for a meeting with the Key person and made aware of any concerns by our Special Educational Needs Co-Ordinator (SENCO), if necessary an Individual Support Plan will be created with clear targets and reviewed in 6 weeks.

If the SENCO or the parent/carer raises concerns about a child's progress (or the parent has concerns) an Early Help Assessment (EHA) is completed to create an holistic picture of the child's progress and their needs and help determine which services or interventions are best suited to meet the needs of the child.

How will The Stacey Pre-School support my child?

The key person will use the child's interests and strengths to plan activities to encourage progress. The Stacey Pre-School SENCO will liaise closely with parents and outside professionals to develop a plan to support the needs of the child.

Any assessments and reports made by outside agencies will be incorporated into creating targets in the child's Individual support plan.

The key person will deliver these activities in small groups or 1:1 depending on the child's needs.

If a child requires a high level of care/support the nursery SENCO may apply for additional funding through the inclusion team in the Portsmouth City Council to help deliver the best possible provision in meeting the needs of the child.

The SENCO may also invite the Early Years child services to provide or suggest additional support and strategies which best fit the needs of the child.

Parents will be invited into the setting to discuss these.

If a child has additional needs and is not making progress, an Educational Health Care Plan (EHCP) will be completed and the child may be referred to appropriate professional support and if needed a team around the child (TAC) made up of professionals from health and education is set up to support the child and family. Staff working directly with the child will receive regularly relevant training and support.

The SENCO will also attend SEN forums to remain current with best practice SEN information and strategies.

The child's key person will audit the learning environment and resources to ensure it is adapted to best suit the needs of all children in our care, and may apply for additional funding to better support children with additional needs.

Additional information and support for parents/carers can be found at:
<http://www.portsmouthlocaloffer.org/>

Useful Links and Information

- [Portsmouth SEND Local Offer](#)
Support, information and guidance for parents and carers. Monthly newsletters provide up to date information and guidance for parents.
- [Portsmouth Parent Voice](#)
Support, information and guidance for parents and carers. Monthly newsletters provide up to date information and guidance for parents.
- [SEND Explained](#) : Government Guidance for Special Educational Needs and Disabilities
- [ADHD - advice & guidance](#)
- [Autism - advice & guidance](#)
- [Support for Parents & Carers](#) : Courses and Training for parents and carers.
- [Supporting children with reading difficulties](#)
- [Support for learning](#)
- [Family Fund](#): Helping Disabled Children and Their Families