



9.2 Supporting children with special educational needs

November 2024

Statement of intent

At The Cygnets Milton Pre School we welcome all children into our environment. A positive environment is provided where children are supported with their individual needs. We believe all children should be equally valued regardless of their abilities and backgrounds. Staff working at Cygnets have high aspirations for children in our care and strive to provide high quality teaching so they can develop their full potential. Inclusion is fundamental for all children and we take every step we can to adapt or differentiate our environment for children with emerging needs and SEND. Children should have the opportunity to be fully integrated with their peers with no discrimination or disadvantage.

We are committed to working in partnership with parents in order to meet their child's individual needs and develop to their full potential. We are committed to working with any child who has a specific need and/or disability. All children have a right to a broad and well-balanced early learning environment.

At Cygnets we have regard for the Special Educational Needs and Disability (SEND) Code of Practice (DfE and DoH 2015) which states that local authorities must ensure that all early years providers that they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to meet the needs of children with SEN and disabilities. When securing funded early education for two, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN; this includes removing barriers that prevent access to early education and working with parents to give each child support to fulfil their potential.

The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children's SEND generally falls within the following four broad areas of need and support:

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

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. 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, 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 or mainstream post-16 institutions.

Procedures

At Cygnets we designate at least one member of staff to be the Special Educational Needs Co-ordinator (SENCO) and their name and contact details are made available to parents via our website along with our complaint procedure. The SENCO works closely with other colleagues and have 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. All cygnet's staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-house support and training for parents, practitioners and volunteers. We ensure that the provision for children with SEN is the responsibility of all members of the setting and clear roles and responsibilities are outlined and embedded in setting practice. We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy and seek additional funding in the form of SENIF to support the individual needs of children with emerging needs. The curriculum provided is broad,

balanced and differentiated for all children. All children are encouraged to value and respect others. Cohort tracking analysis is undertaken to close the gaps. and adaptations are made to remove any barriers to a child's learning and development. An individualised and holistic approach ensures all children make consistent progress including children who learn at an accelerated pace e.g. gifted and talented children

Admissions arrangements for children with SEND

At Cygnets we ensure that our inclusive admissions practice ensures equality of access and opportunity. Our Admissions policy outlines our guidance for all families joining our setting. In addition to this, children joining Cygnets with known SEND or emerging needs will be supported by the following:

- Meetings with parents to discuss the child's needs
- Home visit where possible prior to child's start with us
- Liaising with professionals/agencies already involved with the child and
- Conducting a thorough risk assessment highlighting any changes or additions that need to be made
- Ensuring our environment is fully inclusive for the child
- Staff training where necessary (medical needs)

Roles and Responsibilities

SENCO role

- Lead, co-ordinate the 'Graduated approach'
- Support practitioners to understand SEND and know their responsibilities
- Ensure practitioners know how to identify and support SEND
- Give advice where needed to both practitioners and parents
- Signpost parents to local services (Local Offer/Children's centres) or support them by making referrals (EHA)
- Ensure parents are fully involved in all processes to support their child and are encouraged to input to these
- Liaise with external professionals and agencies
- Attend meetings and read reports gaining a full comprehensive knowledge of children in the setting with SEND
- Support transitions to school by sharing information and planning for the child's needs

Committee role

- Ensure there is a named designated person as the Special Educational Needs Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs and share this with parents/carers
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs
- Ensure specific training relating to SEND and the SEND Code of practice is accessed
- Provide a SEND policy that is reviewed and updated annually
- Have regard to Legislation such as The Equalities Act (2010) and the SEN Code of Practice (2015)
- Ensure policies and practice promote inclusion
- Have a clear approach to identifying and responding to SEND

The role of managers/leaders

- Ensure all staff understand their roles and responsibilities
- Provide inclusive practice with high aspirations for all children, this is reflected by all in the setting
- Address trends seen in cohort tracking with actions
- Ensure practitioners have a robust understanding of children's development providing training where needed
- Direct additional funding to support children (EYPP, DF, DAF, SENIF)
- Work with SENCO to effectively implement the 'Graduated Approach' (Assess, plan, do, review) and ensure that it is understood by all

The role of practitioners

- Develop a good knowledge of child development reflected in observations and next step planning
- Underpin practice with the prime areas
- Follow and implement strategies in place for children
- Identify next steps to support emerging needs/SEND that are small and achievable
- Understand policies and Procedures relating to SEND
- Support any child with SEND
- Have high aspirations for all children
- Implement the 'Graduated Approach' alongside the SENCO
- Raise concerns when children present with emerging needs and are at risk of delay

Graduated approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, early years provisions should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by the SENCO and appropriate records will be kept according to the Code of Practice.

The 'graduated approach' to SEN support is based on 4 stages of action:

- **Assess:** carry out an analysis of the child's needs, with the help of external professionals where necessary, and review it regularly to ensure support is matched to need
- **Plan:** agree, in consultation with parents, the outcomes sought for the child, what will be put in place to achieve these, the expected impact and a clear date for review
- **Do:** implement the interventions or programmes as agreed. The early years practitioner (usually the child's key person) remains responsible for working with the child on a daily basis, but the SENCO should support them
- **Review:** regularly evaluate the effectiveness of the support provided and agree any changes to outcomes and support in line with findings with parents. Working with children with Statements/EHCPs (Education health care plans) or specific medical needs

Initial identification and support (identifying special educational needs)

The purpose of shared responsibility of early identification is to enable children with emerging needs to be identified quickly, ensuring each step of intervention and resulting evidence, is actioned quickly, allowing the required support to be received in good time. The Cygnets Milton Pre School follows advice from the LA and adapts their template forms to meet our needs in setting. We use the LA SEND flowchart and guidance for support in our SEND delivery.

How are emerging needs identified?

- Application form
- Observation checkpoint feedback from parents
- On entry assessment against Development matters or LA specific assessment tools
- Notification by outside professionals
- Concerns from parents
- Observation by key worker/ staff team.

Initial actions for Key Person in identifying children's emerging needs involve gathering initial information from parents/carers to identify starting points, interests and needs. and parental concerns if any, ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress. Initial concerns for keyworkers or those working closely with children may be delayed development in the Prime areas of learning, through completing EYFS summative assessment. There may be concerns relating to specific difficulties e.g. hearing, speech, physical skills. Emerging needs may be evident through developmental assessment that is not as expected e.g. splintered, patchy or shows regression. Significant concerns about behaviour may highlight emerging needs. To ensure the effectiveness of our special educational needs provision, next steps are informed by collection of information from a range of sources e.g. individual child plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints.

Children identified as having difficulty with one or more area of development should be given support by applying some interventions, simple strategies, and resources. For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop, ICP's are set by our setting SENCO in partnership with parents/carers and keyworkers. Responsibility of identifying emerging needs is shared with all staff within the Cygnets staff team with different roles ensuring various support and strategies are put into place and evidence collated.

Key worker

- Will set targeted next steps and record targeted observations
- Put in place any necessary interventions. E.g. first and then visuals, use of timers, small group activities.
- Raise concerns with their room leader.

Rooms leaders will gather more evidence in the form of

- STARC forms in partnership with parents.
- Plan for supporting positive interactions

