



Histon Early Years Centre SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Reviewed November 2019
Next review November 2020

'All children are entitled to an education that enables them to achieve the best possible educational and other outcomes'

SEND Code of Practice (5.1) 2015

Statement: We believe that every child has individual and unique needs, however some children require more support than others to achieve a good level of development. We acknowledge that a significant proportion of children will have special educational needs (SEN) at some time during their educational career. Many of these may require help throughout their time in school, while others may need extra support for a short period of time to help them overcome more temporary needs. If these children are to achieve their full potential, we must recognise this and plan accordingly. Histon Early Years Centre aims to provide all children with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the Early Years Foundation Stage Curriculum.

In particular we aim to:

- enable every child to experience success
- promote individual confidence and a positive attitude
- ensure that all children, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give children with SEND equal opportunities to take part in all aspects of the Centre's provision, as far as is appropriate to them
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record, plan and regularly review children's progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents/carers, other professionals and support services
- ensure that the responsibility held by all adults and governors for SEND is implemented and maintained

Identification and Assessment of Special Educational Needs

'All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care.' SEND Code of Practice (5.12) 2015

The Centre is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the SEND Code of Practice 2015 (5.27 – 5.35). A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the keyworker will consult with the Special Educational Needs Coordinator (SENCo) in order to decide whether additional and/or different provision is necessary. There is no need for children to be identified as having SEND unless the Centre is taking additional or different actions.

Special educational provision should be matched to the child's identified SEN. These needs generally fall under one or more of the following broad areas of needs and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs

SEND Code of Practice (5:32) 2014

'Services must work together to assess and meet these children's needs.' Children and Families Act, 2014

Roles and responsibilities of the Head of Centre, Practitioners & Governors

Provision for children with SEND is a matter for the Centre as a whole. It is each practitioner's responsibility to provide for children with SEND in their keyworker group, and to be aware that these needs may be present in different learning situations. All adults are responsible for helping to meet an individual's needs and for following the Centre procedures for identifying, assessing and making provision to meet those needs through a graduated response.

The governing body, in co-operation with the head of centre, has a legal responsibility for determining the policy and provision for children with SEND. It maintains a general overview and has appointed a representative SEND governor (Jane Yarwood), who takes particular interest in this aspect of the Centre.

The Head of Centre has responsibility for:

- the management of all aspects of the Centre's work, including provision for children with SEND
- keeping the governing body informed about SEND updates and issues
- working closely with the SEND personnel within the Centre
- ensuring that the implementation of this policy and the effects of inclusion policies on the Centre as a whole are monitored and reported to governors

The Governing Body will ensure that:

- SEND provision is an integral part of the Centre improvement/development plan
- the necessary provision is made for any child with SEND
- all adults are aware of the need to identify and provide for children with SEND
- children with SEND join in Centre activities alongside other children, as far as is reasonably practical and compatible with their needs and the efficient education of other children
- they report to parents on the implementation of the Centre's SEND policy
- they have regard to the requirements of the *SEND Code of Practice (2015)*
- parents are notified if the Centre decides to make special educational provision for their child

- they are fully informed about SEND issues, so that they can play a major part in Centre self-review
- they set up appropriate staffing and funding arrangements, and oversee the Centre's work for children with SEND
- the quality of SEND provision is regularly monitored
- they, and the Centre as a whole, are involved in the development and monitoring of this policy.

The Special Educational Needs co-ordinator (SENCo) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other practitioners
- helping practitioners to identify children with SEND
- carrying out detailed assessments and observations of children with specific learning problems
- co-ordinating the provision for children with SEND
- supporting practitioners in devising strategies and individual plans, setting targets suitable to the needs of the children, and advising on appropriate resources and materials for use with children with SEND and on the effective use of materials and personnel in the room
- liaising closely with parents of children with SEND, so that they are aware of the strategies that are being used and are involved as partners throughout the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, practitioners and parents
- assisting in the monitoring and evaluation of progress of children with SEN through the use of Centre assessment information
- contributing to the in-service training of practitioners
- liaising with the SENCos in receiving schools to help provide a smooth transition for those with identified SEND from one setting to the other

Practitioners & Learning Support Assistants are responsible for:

- including children with SEND in the Centre, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting children with SEND
- using the Centre procedures for giving feedback to practitioners about children's responses to tasks and strategies.

Arrangements for monitoring and evaluation

The success of the Centre SEND policy and provision is evaluated through Centre self-evaluation and reporting activities such as:

- monitoring of room practice by the SENCO
- analysis of children's tracking data

- regular monitoring of procedures and practice by the SEN governor
- the Centre annual SEN review, which evaluates the success of the policy and sets new targets for development
- the Centre development plan, which is used for planning and monitoring provision in the Centre
- feedback from parents and practitioners, both formal and informal, following meetings to produce plans and targets, revise provision and celebrate success.

Arrangements for complaints

Should parents/carers be unhappy with any aspect of provision they should, in the first instance, discuss the problem with their child's keyworker. Anyone who feels unable to talk to the keyworker, or is not satisfied with their comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after sessions.

Details of the process in full can be found in our complaints policy.

In the event of a formal complaint parents are advised to contact the Head of Centre, or a governor if they prefer. The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) is available to offer advice.

Contact Details at HEYC:

Tel: 01223 712075

Email: nfay@histon.cambs.sch.uk / office@histon.cambs.sch.uk

SENCo - Nikita Fay

SEND Governor - Jane Yarwood

This policy complies with the statutory requirements of the SEND Code of Practice: 0-25 years (2015)

and has been written with reference to the following relevant legislation and documentation:

SEND Code of Practice for Early Years PreSchool Learning Alliance (2014)

The Equality Act (2010)

The Statutory Framework for the Early Years Foundation Stage (2017)

Children and Families Act (2014)

The Special Educational Needs and Disability Code of Practice: 0-25 years (2015)

Related HEYC Policies and Procedures:

SEND Information Report

Admissions Policy

Positive Behaviour Policy

Complaints Policy

Curriculum Statement

Equalities and Diversity Statement

Assessment Procedures

Reviewed by governing body:

Date for review: