



Special Educational Needs and Disability (SEND) Policy

RECORD OF UPDATES

SPECIAL EDUCATION NEEDS/DISABILITY POLICY	
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DOCUMENT VERSION CONTROL		
Issue No.	Issue Date	Summary of Changes
1	February 2015	Original Policy
2	November 2015	Wording changes
3	May 2016	Document changes
4	March 2018	No change
5	May 2019	SENCO names
6	October 2020	SENCo and funding updates
7	May 2021	No change
8	March 2022	Attendance section added
9	Sept 2023	No change
10	October 2024	New SENCo named. Policy dates updated. MSP process added

Special Educational Needs and Disability (SEND) Policy

Statement of intent

Our vision for The RISE Trust which includes our pre-school, Mentor Me programme, primary school support and our young people's service, is to provide a warm, caring and stimulating environment in which **all** children and young people are supported to reach their full potential. As parents/carers are the first educators and have so much knowledge regarding their child's personality and development, we want to work sensitively and in close partnership with them by valuing their input and supporting them with important decisions about their child's education. All children and young people are entitled to the best possible educational provision, and we want them to:

- achieve their best by preparing them effectively for continued educational success.
- become resilient and confident individuals with the life skills to enable them to live fulfilling lives.

Definition of Special Educational Needs (SEN)

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

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

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.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above 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).

'Children and young people who have SEN may also have a disability under the Equality Act 2010.'

Aims

- To work within the guidance provided in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015).
- To ensure that responsibility for provision for children with SEND remains an integral part of our provision.
- To identify, provide for and monitor children's individual needs at the earliest possible stage so that their achievement and attainment is supported.
- To ensure that children and young people with SEN can engage successfully in all activities alongside children who do not have SEN, including making reasonable adjustments for those children with a disability so that they have good access to the curriculum and our learning environments.
- To work in close partnership with parents, Wiltshire Council and other key agencies so that the needs and strengths of each child with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.
- To ensure a high level of staff expertise to meet children's need through universal and targeted training/continued professional development.
- To promote independence and resilience in children with SEND so that they are well prepared for transition to school, on their pathway to adulthood.
- To promote children's rights and entitlements to be '*strong, resilient and listened to*' and include the child's/ young person's voice as appropriate

What we offer at The RISE:

A named, designated member of staff – Debbie White who is our Special Educational Needs Co-ordinator (SENCO) for Early Years. She is supported by a member of The RISE Trust senior management team.

We provide and ensure:

- a statement showing how we provide for children with SEND including a link to information available on the Wiltshire Local Offer <https://www.wiltshirelocaloffer.org.uk/useful-documents/>
- the provision for children with SEND is the responsibility of **all** members of staff and all their views are listened to.
- an inclusive admissions practice that ensures quality of access and opportunity.
- a physical environment that is suitable for children with disabilities making reasonable adjustments where required and if possible.
- working closely with parents/carers of children with SEND to create and maintain a positive partnership.
- information is shared with parents/carers at all stages of the assessment, planning, provision and review of their children's education as well as information on sources of independent advice and support.
- liaison with other professionals involved with children with SEND and their families, including transfer arrangements to other schools and settings.
- working together to provide a broad and balanced curriculum for all children/ young people and where necessary to provide a differentiated curriculum to meet individual needs and abilities.
- use of a system of planning, implementation, monitoring, evaluation and review of individual play plans (IEPs) for children with SEND.

- that children with SEND are appropriately involved at all stages of play, taking into account their levels of ability.
- use of a rigorous system for keeping records of the assessment, planning, provision and review for children with SEND.
- the privacy of children with SEND when intimate care is being provided.
- in-service training for practitioners and volunteers.
- we raise awareness of any specialism the setting has to offer e.g. Makaton trained staff.
- the effectiveness of our SEND provision by collecting information from a range of consultations, inspections and complaints. This information is collated, evaluated and reviewed.
- we acknowledge and make reasonable adjustments for any dietary or medication requirements.
- we acknowledge and support children with additional languages utilising the support of Early Help teams in Wiltshire, as well as other community members when appropriate.

Children's rights and entitlements

We promote children and young people's right to be strong, resilient and listened to by:

- creating an environment in our setting that encourages children and young people to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- encouraging children and young people to develop a sense of autonomy and independence.
- enabling children and young people to have the self-confidence and the vocabulary to resist inappropriate approaches.
- helping children and young people to establish and sustain satisfying relationships within their families, with peers and with other adults.
- working with parents to build their understanding of, and commitment to, the principles of safeguarding all our children and young people.

Identifying Special Educational Needs

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind their peers or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when children join the RISE Pre-school, taking into account information from any previous settings or agencies as appropriate
- Half-termly tracking of all children in pre-school to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies

As well as progress in the three prime areas, progress in other areas will also be considered across the Early Years Foundation Stage (EYFS) curriculum.

In determining whether a child may have SEN, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

We acknowledge that consideration of these factors will be particularly important when a child is displaying behaviours that challenge or becoming isolated and withdrawn. Such behaviours can often mask an unmet need, and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEN.

Before deciding that a child requires additional SEND support the SENCO and members of staff will review current arrangements to meet the child's needs and consider any further modifications and adaptations that should be put in place to support good progress.

How we will meet the needs of a child with SEN.

When it is evident that a child will require higher levels and more tailored support we will offer a graduated approach for **Additional SEN Support**. Parents will be fully involved, and information will be shared regarding how we can work together. Their child will receive this additional support, and progress will be monitored closely. In some cases, an Individual Education Plan (IEP) will also be written, in conjunction with parents and other outside agencies, to set out specific targets that a child may be working towards.

The SEN Register

The register provides an updated record of all children receiving additional SEN support so that:

- progress and achievements of children with SEND can be more closely monitored
- there is an overview of the range and level of need across the setting(s)
- our provision reflects and is responsive to current profile of need
- close monitoring of this register also provides evidence to show impact of the provision provided for children with additional needs.

Once identified as requiring additional SEN support, children will receive an enhanced package of support to remove barriers to learning. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the Special Educational Needs and Disability Code of Practice January 2015.

Removal from the SEN Register

If a child makes good progress and achieves the outcomes set, they will no longer require additional SEN support, and his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the regular tracking for all children.

The Graduated Response:

ASSESS: Once identified as requiring additional SEN support a more detailed assessment of the child's needs will be carried out. This will include discussions with parents and, when appropriate, the child. It may draw on assessments and reports from external agencies involved with the child such as speech and language therapists. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each child's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

We recognise that it is highly likely that the needs of a child will overlap across one or more of these areas of need and that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN:

We will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focused with the desired benefit or difference from any intervention is clearly identified. This will support the evaluation of the impact of any provision.
- Highlight the ways parents can support their child at home.
- Be recorded on individual education plans (IEP)
- Be shared by the key person with other members staff so that they are fully aware of the desired outcomes.

Parents will receive copy of this plan with the date when it will be reviewed.

DO (intervention):

A child's Key Person with the support of the SENCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the Early Years Foundation Stage curriculum to maximise learning opportunities and consolidate key skills within the setting.

REVIEW:

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date and should be evaluated by the practitioner and the SENCO working with the child's parents and where possible, taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to specialist agency.

In some cases, a My Support Plan can be opened with agreement from parents. My Support Plans are used for children and young people with special educational needs who are not making adequate progress towards outcomes despite cycles of evidence-based SEN support. This non statutory assessment and intervention plan is completed in partnership with parents, so parents have clear information about the impact of the support provided and can be involved in planning next steps.

'My Support Plan' process

STEP 1 – High quality support is offered for all children, including those with SEND

STEP 2 – Decide if a 'My Support Plan' is needed. Gain consent from parents and determine what additional information will be needed

STEP 3 – Gather information for the plan (for example any information from parents, Support workers already involved – including any targets)

STEP 4 – At this point it is a good idea for all involved to have a meeting to discuss what support is needed for the child, and what targets and expected outcomes they would like to see

STEP 5 – The SENCO would write up a draft of the My Support Plan. A draft copy of this would be shared with parents

STEP 6 – A final version of the plan would be written up and all targets/actions would be implemented by the SENCO and Keyworker.

STEP 7 – After a predetermined timeframe, a review would need to take place

STEP 8 – If it is deemed that further, long-term support is needed then a request for an EHC needs assessment will be made if appropriate.

Where a child's needs are more complex, and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Where possible the child's response to the support.
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Education Health and Care Plans:

Occasionally, if a child's needs and outcomes have been monitored and reviewed over a number of cycles as part of the Graduated Response to SEND Support and insufficient progress made or a child has more significant needs that will require a more comprehensive and individualised package of support to help achieve their outcomes and remove barriers to learning, a request for an Education Health and Care Plan (EHC plan) assessment can be made. Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies can make a request to the Local Authority and if the criteria is met, a SEND Lead Worker will be assigned to complete this work. If an EHC plan is awarded, it will be reviewed at least annually, in accordance with its statutory duty.

Meeting the needs of children and young people with medical conditions

We take steps to ensure that children with medical conditions get the support required to meet those needs as set out in the EYFS framework. We provide children

with medical conditions with the same opportunities and access to activities as other children. In compliance with revised statutory guidance, arrangements are in place to ensure that any child with a medical condition is able, as far as possible, to participate in all aspects of the EYFS curriculum and achieve their academic potential and no child will be denied admission or prevented from taking up a place in our pre-school because arrangements for their medical condition have not been made.

Please refer to The Rise Trust Administering Medicines policy – January 2024

Transition Arrangements

For any child with SEND moving into school or moving to a different setting, an Early Years Transfer form will be completed and will be signed by parents before any information is shared, in order to support a positive transition for the child.

For a child with a My Support Plan or an EHC Plan, a transition meeting will be arranged in partnership with parents, to invite the receiving setting/school and other professionals working with the family, to enable information and strategies to be shared.

Funding and Resources

We receive Free Entitlement funding and where appropriate 2 year funding and 3 year old entitlement funding from the Local Authority. For children with a higher level of need, we can apply for Inclusion Support funding from the Local Authority, which can be used for training, resources or support which is additional or different from what we normally provide. This will support the inclusion of children who have a disability or difficulty that creates a barrier to their learning.

For those children in receipt of Disability Living Allowance (DLA), we can apply for Disability Access Funding (DAF). This will support us in making reasonable adjustments to our provision to support the child.

Training

Where possible, staff attend training as part of their continued professional development. Where it is essential for staff to be trained to support children with medical conditions, they will attend training delivered by the relevant health professional(s).

The SENCO also organises regular training that is needs led for the staff of our RISE Pre-schools.

The SENCO Roles and Responsibilities

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues

- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting

Monitoring attendance

Children and young people's attendance should be consistently monitored, and the DSL alerted to patterns of absence that may indicate wider safeguarding concerns. Staff in the setting should take swift actions (ie contacting home) once it has been noticed that a child is not attending pre-school, and no explanation has been provided by the parent/carer.

Monitoring and evaluating SEND Provision

As part of our process of continual review and improvement of provision for all children and young people, including those with SEND, the managers, and pre-school SENCO moderate and analyse data to ensure interventions are effective and appropriate.

Dealing with Complaints:

Please refer to The RISE Trust Complaints & Grievance procedure Policy - 2024

Anti-Bullying:

We are committed to providing a caring, friendly and safe environment for all our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. Any incidents will be dealt with promptly and effectively. We regularly review our anti-bullying policy and practices.

Please refer to The RISE Behaviour Management Policy 2024

Disability Access Arrangements:

We are committed to making every effort to enable access to our RISE Pre-schools for children with special educational needs and disabilities. In compliance with the duties set out in the Equalities Act 2010.

Monitoring and reviewing the policy:

The management and pre-school SENCO are responsible for monitoring that the policy and practice accurately reflect one another.

The policy is reviewed annually and/or in response to any changes within legislation and within the setting.

The whole staff team views will be considered when reviewing the policy and every effort will be made to ensure it is easy for staff and parents to understand the policy and procedures of the nursery.