

# Yeovil College Children’s Centre Special Educational Needs Policy and Procedures

Be Healthy	✓	Stay Safe	✓	Enjoy and Achieve	✓	Make a Positive Contribution	✓	Achieve Economic Well-Being	✓
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## Definition of Special Educational 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. More information on the background to the SEN reforms is given in the Introduction to the [0-25 SEND Code of Practice](#).

Children under compulsory school age are considered to have SEN if they have a learning difficulty or disability which calls for special educational provision to be made and when they reach compulsory school age are likely to have greater difficulty in learning than their peers, or have a disability which prevents or hinders them from making use of the facilities that are generally provided. Children and young people who have SEN may also have a disability under the [Equality Act 2010](#). Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

## Children have a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age,
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- (c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

## Special educational provision means:

- (a) For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for

children of their age in schools maintained by the LEA, other than special schools, in the area.

(b) For children under two, educational provision of any kind.

This SEN policy details how Yeovil College Children's centre will do its best to ensure that the necessary provision is made for any child who has special educational needs and those needs are made known to all who are likely to teach them. The setting will use its best endeavours to ensure that a child with special educational needs joins in the activities of the setting together with children who do not have special educational needs. This must be reasonably practical and compatible with the child receiving additional support and the efficient education of the children with whom they are educated and the efficient use of resources.

### **We aim to achieve this by:**

- Working in partnership with parents and other professionals to access each child's individual needs.
- Valuing and acknowledging their individuality and helping them to feel good about themselves.
- Seeking information from parents about their child's routines likes and dislikes.
- Adapting activities and experiences to allow all children to take part.
- Provide consistency and continuity of care by ensuring all staff is aware of each individual child's needs.
- Looking at ways in which other children's awareness might be raised for example, positive images of disability in books, posters and toys.
- Making sure that there is specialist equipment if needed.
- Encouraging children's confidence and independence.
- Ensuring access to toilets/the outdoor play area and equipment.
- The need for specialist equipment.
- Layout of the room.
- Height of tables and equipment.

The setting will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties towards all children with special educational needs and ensure that parents are notified of a decision by the setting that SEN provision is being made for their child.

### **Parents**

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. We work closely with parents/carers of children with SEN as they can provide a wealth of knowledge and expertise regarding their child's area of needs. We value the information they give us and we work together to provide the best possible

support for the child, taking the child's own views into consideration. We take a holistic approach to caring for children with SEN and meet regularly with parents/carers to ensure there is consistency of care, including meetings with other professionals involved in supporting the child which ensures everyone is kept informed.

## **Identification, Assessment and Provision in Early years Education Settings**

The Government's Early Learning Goals set out what most children will have achieved by the end of the foundation stage/school reception year. Children will progress at different rates during the foundation stage, by the end of this stage some children may still be working towards the goals. Such children will need differentiated learning opportunities to help them progress and regular monitoring of their progress.

### **Graduated Response**

Monitoring of individual children's progress throughout the foundation stage is essential. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available for children at the setting.

The key test for action is evidence that the child's current rate of progress is inadequate. We do this through the Assess, Plan, Do, Review approach.

### **Adequate Progress**

Adequate progress can be defined in a number of ways. It might, for instance, be progress that:

- Closes the attainment gap between the child and the child's peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

## **Special Educational Coordinator (SENCO)**

The setting has two named Special Educational Needs Coordinator (SENCO), Manager Michelle Hobson and Lauren Shepherd who have attended specific training in accordance with guidelines outlined in the Code of Practice. They will be responsible for,

- The identification and assessment of special educational needs
- Providing support and guidance for other practitioners
- Developing partnerships with parent/carers and other professionals in the setting
- Ensuring that appropriate Individual Education Plans are in place
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.

The SENCO will take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and reviewing the action taken. The SENCO will ensure appropriate records are kept including a record of children who receive Early Years High Need Funding (graduated response). The Key person usually responsible for the child will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

## **Early Years Action**

When a child is identified as having a special educational need, interventions should be devised that are in addition to those provided as part of the settings usual curriculum. The triggers for intervention through the graduated response could be concern about a child who despite receiving appropriate early education experiences:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

If practitioners in consultation with parents conclude that a child may need further support to help their progress, staff should seek the help of the SENCO. The SENCO and colleagues will collect all known information about the child and seek additional information from the parents. In some cases, outside professionals from health, social services or the education psychology service may already be involved with the child. If external professionals have not already been working with practitioners, the SENCO should contact them if parents agree.

Should two or more professionals be involved with the child a discussion will take place advising parents about registering their child with MAISEY (multi – agency identification and support in the early years) parents will be given information explaining the role of MAISEY.

### **Nature of intervention**

The SENCO and the child's key person, in consultation with parent's will decide on the action needed to help the child to progress in the light of their earlier assessment. This action will comprise of individualised arrangements for learning and teaching. These arrangements may include:-

- Extra adult time in devising the nature of the planned intervention and monitoring its effectiveness
- The provision of different learning materials or special equipment
- Some individual or group support or staff development and training to introduce more effective strategies
- Access to LEA support services for one-off or occasional advice on strategies or equipment
- Staff training to provide effective intervention without the need for regular or ongoing input from agencies.

### **SEN Support Plans**

Strategies employed to enable the child to progress will be recorded within a SEN support plan this should include information about

- The short-term set outcomes for the child,
- The teaching strategies,
- The provision to be put in place.
- When the plan is to be reviewed,
- The outcome of the action take.

The SEN Support Plan will record only that which is additional to, or different from, the differentiated curriculum in place as part of normal provision. It will focus on three or four key targets and will be discussed with parents/carers and child if appropriate. They will be continually kept under review but will be formally reviewed three times a year. Parents will be consulted as part of the review process.

## **Education Health and Care Plan**

Where, despite us having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child has not made expected progress, we could bring that child to the attention of the local authority, if they think an EHC needs assessment might be necessary. This should be done with the knowledge and, where possible, agreement of the child's parent.

During the course of an EHC needs assessment, the local authority has a duty to gather advice from relevant professionals about the young person's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet the identified needs and achieve desired outcomes. We should co-operate with the local authority in this, by providing the requested advice and information.

## **Local Offer**

Local authorities have a duty to publish a Local Offer, setting out in one place information about provision they expect to be available in their area across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- 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

Local authorities and their partner bodies and agencies, **including early years settings**, must co-operate with each other in the development and review of the Local Offer. This is essential so that the Local Offer provides a comprehensive, transparent and accessible picture of the range of services available.

The Local Offer must include, amongst other information, the following:

- special educational, health and social care provision for children and young people with SEN or disabilities
- other educational provision, for example sports or arts provision
- arrangements for resolving disagreements and for mediation, and details about making complaints
- arrangements for travel to and from early years providers
- support to help children and young people move between phases of education (for example from early years to school, from primary to secondary)
- childcare, including suitable provision for disabled children and those with SEN

The nursery local offer can be found at [send offer](#)