**Kingsley Road Preschool**

**Supporting children with Special Educational Needs and Disabilities**

**SEND / Inclusion Policy**

**Purpose of the Guidance**

The purpose of this guidance is to support you in the production and/or review of our setting SEND/Inclusion Policy. The guidance has clear sub sections containing questions in each for you to consider. The bullet points give examples of the type of statements that you could use to support answers to some of the questions. Ultimately, your own policy should be personalised to reflect the **aims and practice that are specific to your setting** and **contain arrangements within the Local Authority (LA)** in order to support the inclusion of children with SEND and Disabilities.

**Special Educational Needs and Disability (SEND) – Children and Families Act 2014**

The children and Families Act 2014 has placed a requirement on local authorities to publish information on services and provision across education, health, social care and transport for children and young people (aged 0-25 years) with special education needs and disabilities. This is called the Local Offer. The purpose of which is to enable parents, carers and young people to find services that are available for children with SEND in their area and how to access them. The process extends to early years settings and the information below forms our setting’s offer and demonstrates how we provide for children with Special Education Needs and Disabilities.

**Policy Statement**

We at Kingsley Road Preschool provide an environment in which all children, including those with Special Educational Needs and Disabilities are supported to reach their full potential. We understand how important early intervention is and are therefore committed to the early identification of children with Special Educational Needs and Disabilities and adopting clear and open procedures that are outlined in this policy.

**Aims:**

* We at Kingsley road preschool ensure our provision is inclusive to all children with Special Educational Needs and Disabilities.
* We at Kingsley Road Preschool have regards for the DfE and DoH The Special Educational Needs Code of Practice 0 -25 years (2015).
* We comply with the Statutory Framework for Early Years Foundation Stage (2021) and understand all children have a right of full access to Early Years Education through the Early Years Foundation Stage.
* We comply with Equality Act (2010) by ensuring we make reasonable adjustments to our setting for accessibility and inclusive practice.
* Commitment to the early identification of children with Special Educational Needs and Disabilities.
* We at Kingsley road preschool work in partnership with parents/carers to support their children with Special Educational Needs and Disabilities who are fully involved in all decisions that affect their child’s education.
* We at Kingsley Road Preschool believe all children have a right to expect to learn in a caring and considerate environment where staff and the children are all valued for the contributions.
* We will provide a broad, balanced and differentiated curriculum for all children with Special Educational Needs and Disabilities.
* We at Kingsley Road Preschool identify the specific needs of children with Special Educational Needs and Disabilities and meet those needs through a range of SEN strategies.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We provide a broad, balanced and differentiated curriculum for all children with Special Educational Needs and Disabilities.
* We identify the specific needs of children with Special Educational Needs and Disabilities and meet those needs through a range of SEND strategies.
* We work in partnership with parents/carers and other agencies in meeting individual children’s needs.

**Named Special Educational Needs Co-ordinator (SENCO):**

* We at Kingsley Road Preschool designate a member of staff to be the Special Educational Needs and Disabilities Co-ordinator (SENDco) and give his/her name to parents/carers.
* Our setting based SENDco is Amy Hill (trainee) and is working alongside Bella Brenton until she has completed her SENDco L3.
* Bella Brenton has completed specific SEND training and Amy also attends relevant training to keep up-to date on issues relating to inclusion and SEND.
* Our SENDco will work with the manager and other staff to agree and implement the SEND/Inclusion policy.
* Our SENDco has a responsibility for the day-to-day operation of the SEND Policy.
* Our SENDco co-ordinates provision for children with Special Educational Needs and Disabilities within our setting.
* Our SENDco will offer support for parents/carers, they will also support staff development with in house training.
* Our SENDco liaises with other professionals / outside agencies and ensures appropriate records are kept for each child on the SEND Register.
* They will also assist staff in making observations and assessments and assist in planning for children with Special Educational Needs and Disabilities.
* Works in partnership with The London Borough Of Hounslow Early Years SEN Team to develop inclusive practice within our setting.
* Seeks advice and practical support from the Early Years SEN Team to support with appropriate next steps for children on the SEND Support Register.
* Along with the Manager contacts our Early Years advisory teacher at an early stage for informal advice and support. Our Early Years advisory teacher is Ranjeet Gidda

Our Early Years Specialist practitioner is Sarah Hutton.

**Inclusion Arrangement**

* We ensure that the provision for children with Special Educational Needs and Disabilities is the responsibility of all the staff at Kingsley Road Preschool.

**Admissions Arrangements**

* We at Kingsley Road Preschool ensure that our inclusive admissions practice is accessible for disabled children and adults in the local community.
* Our admissions form contains sections/questions specifically on Special Educational Needs and Disabilities so that additional need/support is identified as early as possible*.*
* Our setting is on ground level, we have ramps outside which is accessible for wheelchair users and all our doors have disabled access.
* We encourage parents/carers of children with particular needs to approach our SENDco for more information and discuss how their child’s needs can be meet.
* For a child with complex needs (Physical and/or medical) a risk assessment/care plan, additional training for staff and/or specialist equipment may be required before a start date at the setting can be agreed.
* We will make reasonable adjustments/adaptions where appropriate, in accordance with the requirements of the Equality Act (2010).

**Partnership with parents**

* We at Kingsley Road Preschool work closely with parents/carers of children with Special Educational Needs and Disabilities to create and maintain a positive partnership.
* We support parents and children with Special Educational Needs and Disabilities.
* We ensure parents /carers are informed at all stages of the assessment, planning, provision and review of their children’s education.
* We discuss with parents/carers how they can support their child's progress at home.
* We work in partnership with parents and outside agencies in meeting children's individual needs.
* We consult with parents/carers at every level of intervention.
* We will provide a quiet room to discuss personal matters in meetings.
* We will explain procedures to parents in order to develop a close working relationship.
* We provide parents/carers with information on sources of independent advice and support e.g. The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) / Independent Parental Special Education Advice [www.ipsea.org.uk](http://www.ipsea.org.uk) / Contact a Family SEN Advice Service (0808 808 3555).
* We exchange information verbally and written with parents/carers and Communication Logs will be kept in their child’s folder.
* We ensure we can meet parents/carers needs with EAL by using translators, visuals and using multiple language written information.

**Confidentiality:**

* All records will be kept locked in our office in a locked filing cabinet in relation of our Information Sharing and Record Keeping Policy.
* All staff have signed a confidentiality agreement in their contracts in relation to our Confidentiality Policy.
* We will respect parent's/carer's rights to confidentiality when supporting children with Special Educational Needs and Disabilities.
* We will always discuss any possible referrals to other services with parents to seek their  
  agreement before we make such referrals.
* All meetings with parents other than the normal parent staff contact will take place in private.
* All our staff will need to be aware of any Targeted Support Plan Targets agreed for a child as they are all likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the setting Manager, SENDco or parent/carer.

**Staffing and Training:**

* Our setting SENDco staff have attended all SENDco training sessions and will continue to attend new training provided by Hounslow Early Years, our local authority.
* All staff members have access to training and can request to attend or be asked to attend certain training that will be assistance to Kingsley Road Preschool in supporting their SEND/Inclusion policy.
* We at Kingsley Road Preschool also provide in-service training for parents, practitioners and volunteers.
* We raise awareness of any specialism the setting has to offer. Presently we have staffed trained in positive interaction, Let’s talk together, multi-sensory group times, Makaton, special time, bucket time, visual timetables, PALS, attention and listening groups, early stages of PEC’s and AAC Boards.
* At Kingsley Road Preschool we have experience with development delay, Autism, Speech and Language, behaviour problems, Physical disabilities.
* We at Kingsley Road Preschool attend training provided by The London Borough Of Hounslow to support the development of our provision.
* When a new member of staff begins working with us, we will follow our Induction Process ensuring they are aware of our SEND Policy and Procedures.

**Curriculum, Resources and Learning Environment:**

* We have various resources available to meet the children’s individual needs and follow the Early Years Foundation Stage Statutory Framework (2017) to guide us with our curriculum. These resources include various multi-sensory toys including light up, spinning toys, rattles, cause and effect toys, sensory items such as squidgy ball, fidget toys, fluffy mitt. Torches, large peg puzzles, ball runs, soft play, quiet area’s puppets and emotion toys.
* We provide resources (human and financial) to implement our Special Educational Needs and Disabilities Policy.
* Activities are planned and resources adapted and varied to meet a range of individual needs.
* We loan resources if needed from The Early Years SEN Team to support induvial needs.
* We differentiate activities and the environment by making reasonable adjustments so all children can take part.
* We at Kingsley Road Preschool ensure our setting maintains high aspirations and outcomes for children with Special Educational Needs and Disabilities by ensuring children reach their targets/goals within their Targeted Support Plan and are making improvements within their development.

**Identification and Assessment**

* We at Kingsley Road Preschool use the graduated approach for identifying, assessing and responding to children’s Special Educational Needs and Disabilities based on a continuous cycle of; Assess, Plan, do and review. We review this cycle every 6 weeks and begin a new one based on the child’s tracking and progress.
* We use initial observations and assessments from staff, information received from external  
  resources and/or parental concern to support early identification.
* We use a system for keeping records of the ‘assess, plan, do and review’ for children with Special Educational Needs and Disabilities in individual child folders.
* Management ensure that all staff are aware of the SEND Policy and Procedures for identifying, assessing and making provision for children with Special Educational Needs and Disabilities.
* We undertake a progress check at the age of 2 which supplies parents/carers with a short summary of the child’s development and is an opportunity to discuss any areas of concern in development.
* Parents will be kept informed at all times nothing will ever take place without the parent’s consent.
* All information will follow the child to their next placement by person or by post with parental consent.
* We use the Development Matters non Statutory Curriculum Guidance for The Early Years Foundation Stage and/or The Birth to 5 Matters non Statutory Guidance for The Early Years Foundation Stage to support initial identification of SEND.

**The Graduated Response as outlined in The SEND Code of Practice 0 -25 years ( Jan 2015)**

*Assess*

* Key workers use their initial and continuous observations and assessments, information received from external resources and/or parental concern to support early identification
* We produce cohort information to track Personal Social and Emotional Development, Communication and Language and Physical Development progress.
* We use on-going observational assessments linked to the Early Years Outcomes/Development Matters/Birth to five matters to support early identification of needs.
* If after making assessments we believe we have made an early identification that there may be a Special Educational Need or Disability for a child then with parent/ carers permission we may wish to speak to our Early Years advisory teacher Ranjeet Gidda. We would not use the child’s name; just initials to discuss any observations we have made. At this point parent’s consent is given by signing a SEND permission form which is kept in the child’s folder. This may be sen to the Early years SEN team as proof parents consent has been obtained when speaking about their child. They may look at/discuss any relevant documents/reports we may already have on the child.

***Plan***

* A meeting will be arranged with the setting SENDco, Key worker, Parents/Carers and external agencies if required where the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour and a clear date for review will be discussed.
* The above will be put together in the form of a Targeted Supported Plan. We will use a Targeted Plan to agree targets, interventions and support for a child identified with Special Educational Needs and Disabilities with a child-centred focus and outcomes underpinning and informing the content of the plan.
* The support and intervention provided will be selected to meet outcomes identified for the child based on reliable evidence, this evidence will be provided by practitioners with relevant skills and knowledge.
* We encourage Parents/Carers to attend Targeted Support meetings and where appropriate contributing to progress at home.
* Inclusion funding may be granted by Hounslow Local Authority for a child identified with Special Educational Needs and Disabilities. Inclusion funding would be to provide additional adult support (Inclusion Support Worker) or extra resources for that child, this will only be requested with parental consent.

***Do***

* Key worker/Inclusion Support worker will be responsible for working with the child on a daily basis to implement the Targeted Plan provided by SENDco.
* Our SENDco will support and oversee the implementation of the Targeted Plan, advising on the effective implementation of support.
* We also implement targets set from outside agencies e.g Speech and Language or Occupational Therapy.

***Review***

* The SENDco will organise review meetings with Parents/Carers, Key worker and/or Inclusion Support worker and external professionals to monitor progress.
* Parents/Carers will be given clear information about the impact of the support that has been given so far and will be involved in planning the next steps.
* This action will be undertaken on a 6 to 8 weekly basis or sooner if need be, we at Kingsley Road Preschool endeavour to keep the parents engaged at all times as we like them to contribute their insight to assessment and planning to their child’s development.

***Requesting an EHC Needs Assessment***

* If a child is not making expected progress we will discuss requesting an EHC Needs assessment, in consultation with the parents/carers and outside professionals.
* The Local Authority (LA) considers the need for an EHC needs assessment via an EHC Panel, and if appropriate a multi-disciplinary assessment will be made.
* Where the Local Authority decides to carry out an EHC needs assessment it will seek information from us about the child’s needs to prepare for an EHCP.

***Education, Health & Care Plan (EHC Plan)***

* EHC plans will be reviewed at least every three to six months to ensure provision continues to be appropriate.

**Links with Support Services and other Agencies:**

Agencies presently used are:

* The Early Years SEN Team – (EY SEN Advisory Teachers & EY Specialist Practitioners)
* Speech and Language Therapy Service
* Health Visitors
* Physiotherapy Service
* Child Development Clinic (Community Paediatricians)
* Occupational Therapy Service
* Local Children’s Centre Staff
* We have a knowledge of local services e.g. Hounslow’s Family Information Service & The Hounslow Local Offer.
* If at Kingsley Road Preschool we have observed that a child requires Speech and Language therapy then we would seek consent from the parent/carer to make a referral if we have their agreement then we would complete the local authorities Speech and Language request form and obtain the parent/carers signature. We may at this point advise the parent to book a hearing test via their doctors.
* We liaise with other professionals involved with children with Special Educational Needs and Disabilities and their families, including transfer arrangements to other settings and schools.
* Parent/carers consent is always obtained before any agencies are contacted by Kingsley road preschool.
* Parents always have access to relevant information from our SENDco Notice Board that is placed at the Entrance of the Setting by children and parents.
* We can signpost parents to other professionals that may be able to help such as Health Visitor, Speech and Language Therapist, Children’s Centre and others.

**London Borough of Hounslow Arrangements**

We access support from The London Borough of Hounslow Early Years SEN Team through:

* Training on SEN / Inclusion via Early Years and Childcare Service Training Calander
* Training on SEN / Inclusion directly via The Early Years SEN Team
* Four sessions of Hounslow SENDco Training
* Attendance at Termly SENDco Forums
* SEND Planning & Review meeting through visits or cluster meetings
* Forms and document templates provided by The Early Years SEN Team
* SEND Support Register update meetings
* SENDco Support meetings
* General Advice and support on emergency queries

**Additional Funding - SEN Inclusion Funding / Disability Access Fund**

* A delegated inclusion budget is provided by Hounslow Local Authority.
* The SEN Inclusion Funding is a means of enabling settings to provide early intervention and promote inclusion by offering funding to provide additional adult support for children identified with Special Educational Needs and Disabilities.
* Information on SEN Inclusion Funding can be found on The Hounslow Local Offer.
* The Disability Access Fund (DAF) is financial support in early years settings for 2-4 Year Olds with Special Educational Needs and Disabilities.
* DAF is available to children who are in receipt of Disability Living Allowance (DLA) and the universal free early education entitlement.
* DAF is paid once a year to the setting for each eligible child of an amount of £910.00.
* If a child uses more than one early years provider, the parent must choose which provider gets the funding.
* If the child who is receiving DAF moves setting the same financial year, the fund will stay with the designated early years provider, and the child will not be eligible for a new payment until the next financial year.
* Information on DAF can be found on The Hounslow Local Offer.

**For each eligible child, parents will need to:**

* Fill out DAF Parent Declaration Form provided by the Early Years Provider.
* Share a copy of the Disability Living Allowance (DLA) letter.
* The early years provider will then notify the Local Authority of the child’s eligibility.
* Application for the funding is discussed with parents/carers to capture their views and The Setting’s SENDco makes the application.
* The decision to offer inclusion funding is made in consultation with The Hounslow SEN Team.
* When making requests we follow UK GDPR using a password protected email thread.

**Transition Procedures:**

As part of good practice for transition and as stated in the SEND Code Of Practice 0-25 years (January 2015 Para 5.47 Page 88)

‘SEN Support should include planning and preparing for transition before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. **The current setting should agree with the parents the information to be shared as part of the planning process’.**

* Supporting the transition of a child with additional needs from the current placement to a new placement is an important part of the work of the setting’s SENDco.
* Successful transition for a child with additional needs means that they can be appropriately  
  supported immediately upon starting at their new setting/school and will enable them to  
  continue learning as effectively as possible.
* We hold a transition meeting at the setting in the term before transition takes place and invite parents/carers and next placement.
* Agreement to share information with next placement is discussed and obtained with parents/carers. We discuss with parents the reasons for sharing information, what will be shared, how and with whom.
* In partnership with parents/carers and next placement, share relevant information such as the child’s areas of need, strengths and EYFS Development Matters and/or Birth to 5 matters information in the prime areas of learning and development. We also share the stage of SEND Support, assessment information (within the setting as well as from relevant outside agencies), targeted plans including strategies and interventions and information on additional funding.
* Relevant paperwork is sent to next placement.
* We liaise with the child’s next placement and invite them to visit our setting to familiarise themselves with, and observe, the child and to share information in partnership with parents.

**Complaints Procedure:**

* We provide a complaints procedure.
* If parents/carers have a complaint or issues they can approach a member of staff or ask to speak with the Manager.

**Monitoring the Policy:**

* We monitor and review our policy annually, this is the responsibility of Manager and SENDco.
* We monitor and review our policy, practice and provision and, if necessary, make adjustments.
* We ensure the effectiveness of our Special Educational Needs and Disabilities provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency’s views, inspections and complaints. This information is collated, evaluated and reviewed annually.

This policy was adopted at a meeting of: Kingsley Road preschool.

Held on the: 22.11.2024.

Date to be reviewed: 22.11.2025.

Practitioners/other relevant persons involved in creating/reviewing policy:

Bella Brenton (Manager)

Amy Hill (SENDco)

Name of signatory: Bella Brenton

Role of signatory (Manager)

**Extracts taken from:**

1. Policies for Early Years Settings Pre School Alliance

**Further guidance:**

* Special Educational Needs & Disability (SEND) Code of Practice 0-25 years (DfE & DoH 2015)
* Issues in Earlier Intervention: Identifying and Supporting children with Additional Needs (DCSF 2010)
* Early Years Foundation Stage Statutory Framework
* Working Together to Safeguard Children (DfE 2020)
* Equality Act 2010

**Other useful Preschool Learning Alliance Publications:**

* SEND Code of Practice for The Early Years (2015)
* The Role of The Early Years Special Educational Needs Co-ordinator (SENDco) 2nd Edition (2013)