

Special Educational Needs & Disability (SEND) Policy

Early Years (Pre-prep & Reception)

‘Under Section 25 of the Children and Families Act 2014, local authorities have a duty to ensure integration between educational provision and training provision, health and social care provision where this would promote wellbeing and improve the quality of provision for disabled children and young people and those with SEN’

Vision Statement

Leicester Preparatory School values each child of the school community and every effort is made to offer planned learning opportunities through which they can develop and learn through play and can achieve their best and become confident learners. We enable every child to have access to a broad, balanced, and purposeful Early Years Curriculum in their formative years in line with the revised SEND Code of Practice. Our aims are carried out by all staff in partnership with parents and carers and with regards to outside agencies and other professionals. Through play, in a safe caring environment, all our children are encouraged to become creative, confident, independent, lifelong learners.

Admissions

Our admissions policy is to ensure all children are welcome and that places are available to all on request. Visits and consultation meetings are encouraged with the intention to discuss any specific special needs and we can plan any further provisions. As far as is possible within the confines of the nature of the building. (The school is on four floors with no lift and limited scope for change to the structure as it is situated in a ‘protected’ area). We also offer a taster session for all children, free of charge, to observe how they settle in to their new surroundings and assess practically any further provision.

Roles and Responsibilities

All children in the Early Years department are allocated a ‘Key Worker’, however when necessary other staff are updated about children’s progress and when further support is required. The named Special Educational Needs & Disability Co-ordinator for the Early Years Department is Miss Zamulinskyj who has completed the School based SENCo training and regularly attends updates and other relevant courses. The named SENCo liaises with parents/carers and any other professionals and advises and supports other practitioners within the school. They monitor the process of the graduated approach and ensure the best actions are put in to place.

Aims for Inclusion

At Leicester Preparatory School, we aim to create a listening atmosphere and environment where everyone is welcomed, all individual needs are met, support is given, and information is shared. We also want to ensure that we enable all children to become confident learners with a growing ability to communicate their own views. We are committed to working in partnership with parents/carers and outside agencies to raise aspirations and expectations for children with SEND by focusing on the whole child to ensure positive outcomes and to enable all children to fulfil their potential.

To achieve this we will:

- Provide a welcoming, receptive, and responsive environment in which parents/carers work in partnership with staff to meet each child's individual needs.
- Ensure effective communication between staff and children, staff and parents/carers, staff/parents/carers and outside agencies, and staff and other stakeholders.
- Ensure that all children have access to a broad and balanced curriculum which is delivered using a variety of high quality teaching techniques and follows children's own interests.
- Plan for and regularly assess children's individual needs following a "assess, plan, do, review" cycle involving parents/carers every step of the way (see page 5).
- Develop a strong leadership and management team to support staff and stakeholders to identify needs and enable them to access training.
- Meet with parents regularly allowing flexibility for meeting times and respecting them as their child's first educators.
- Ensure transition periods are well planned for and information is transferred promptly and confidentially.
- Ensure all school policies are inclusive and are known, and accessible, to all parents/carers, staff.

Identifying Children with SEND

At Leicester Preparatory School we believe that all children develop and learn at different rates, as is reflected in the EYFS and our Vision Statement. However, there are some children who, at some time in their school career, may find learning aspects more challenging than other children. It is important that we identify a child's individual needs as early as possible and put things in place to help them quickly, as early intervention has been shown to improve children's long-term outcomes.

'Where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that is normally available to children of the same age' (Code of Practice 6.15).

Children may be identified as having difficulties in one or more of the following four broad areas of need:

1. **Communication and Interaction:** Children with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. These needs may change over time.
2. **Cognition and Learning:** Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), such as dyslexia or dyspraxia, affect one or more specific aspects of learning.
3. **Social, emotional, and mental health difficulties:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours can reflect underlying mental health difficulties such as anxiety or depression, attention deficit disorder or an attachment disorder.
4. **Sensory and/or physical needs:** Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. This may include vision impairment, hearing impairment or multisensory impairment.

Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers (Code of Practice 6.28-6.35)

The four broad areas described above give an overview of the range of needs that our setting plans for.

These needs may have been identified by parents/carers, doctors, health visitors or a paediatrician before the child starts our school. Specialised agencies such as Portage, Speech and Language Therapy, Educational Psychology, Social Care, and others, may therefore already be involved.

A child may also be identified by early years staff in consultation with parents/carers once they have started our school. In this case, our staff will consider all the information about the child's learning and development from within and beyond the school. Practitioners will pay attention to the child's development in the prime areas of the EYFS (personal, social and emotional development, communication and language development and physical development) as part of the consideration to a child undergoing further observations. The child will be closely monitored by practitioners and all information will be brought together with the observations of the parents/carers and discussed with them fully.

Importantly, the following needs/factors are **NOT** considered SEN, but may impact on progress and attainment:

- Disabilities (it is the duty of all schools to make “reasonable adjustments” to their setting to include children with disabilities as described in the Equality Act 2010—this alone does not constitute SEND).
- Attendance and punctuality.
- Health and Welfare.
- EAL (English as an Additional Language).
- Receipt of the Pupil Premium Grant.
- Looked After Child (LAC).
- Child of a service member.
- Behaviour- no longer a way of describing SEND but a sign that a child has an unmet need.

A Graduated Approach to SEND Support

Once a child has been identified as having a special educational need, the child is recorded on the school's 'Early Years Record of SEND Support'. This outlines their specific needs and the types of support being accessed. The level and type of support for each child will be offered on an individual need basis, and may increase or decrease over time as the child's needs change.

At Leicester Preparatory School, we support children with SEND using a graduated approach:

1. **Monitoring:** Children are at this stage when concerns have been raised by practitioners or parents/carers, but more information is required before deciding if the child has SEND or not. Children at this stage will have access to high quality teaching and a differentiated curriculum. Practitioners will monitor children closely for a period (approximately six weeks) and then meet with parents/carers to discuss their concerns and to decide together if the child should be identified as having SEND. If so, the child is recorded on the school's "Record of SEND support" and moves into SEND Support 1.

2. **SEND Support 1** Children at this stage have been identified as having SEND, based on information gathered by the Key Person/teacher, parents/carers, any outside agency and in consultation with the SENCo. Children at this stage require provision different from, or additional to, that is normally available to children of the same age, including from outside agency support such as Speech and Language Therapists. Children at this stage may be prioritised for specialist interventions such as language groups, music groups, social skills groups, and peer supported play. If, as part of the ‘assess, plan, do, review’ process (see page 5), it is determined that a child requires more specialist intervention or additional support to make progress, the child will be moved to SEND Support 2.
3. **SEND support 2** Children at this stage often have complex needs, requiring multiple outside agency involvement and/or episodes of one to one support to help them develop their skills and make progress. They will have a Personalised Learning Plan (PLP) written (with parental/carer and outside agency input) by the child’s Class Teacher/Key Person with the support of the SENCo. This identifies outcomes and strategies to help them make progress. School and parents may seek additional funding to implement further provision, such as DAF.
4. **Education, Health and Care Plan (EHC Plan)** Parents/Carers or school staff may apply for an EHC needs assessment by the Local Authority if it is evident that the child’s needs are complex, will have a long-term impact on their learning and/or the child requires more than 20 hours of one to one adult support in school. The decision to request an EHC Plan for a child takes place at a termly review meeting with parents/carers, Key Person/Class Teacher, SENCo and all outside agencies represented. To proceed with the request for an EHC Plan, a child must be receiving input from a Community Paediatrician, a Speech and Language Therapist and an Educational Psychologist. A Profile will then be prepared by the SENCo in close consultation with parents/carers and with input from any outside agencies involved. A Team Around the Child (TAC) meeting will be held to finalise the child’s Profile, which will be submitted by the SENCo, along with supporting documentation, to the Local Authority to request an EHC needs assessment. If successful, the resulting EHC Plan will detail the support required for the child to make progress and state the number of hours of adult support the child is entitled to (Code of Practice 5.39-5.46).

At every stage of SEND support mentioned above, children and families are at the centre of planning and wider family needs are considered. Children may move up or down the stages of SEND support depending on progress and needs which may change over time. The decision to move children up or down the stages of SEND support is made as part of the ‘assess, plan, do, review’ cycle within each stage.

- **Assess:** Children’s progress is assessed against the EYFS outcomes each term by their Key Person in consultation with the SENCo. Assessments may also be done by outside agencies (with parental/carer consent) who then set targets and suggest strategies to support children to achieve the targets. The results of these assessments are shared with parents/carers.
- **Plan:** Based on the results of the assessments outcomes are identified and agreed with parents/carers, Key Person and SENCo. For children in SEND Support 2, a Personalised Learning Plan (PLP) will outline the outcomes sought, the interventions

and support to be put in place, the expected impact on progress, development, or behaviour. A clear date for review is set.

- **Do** The Child's Key Person is responsible for working with the child on a daily basis and with the support of the Class Teacher, they should oversee the implementation of the interventions/strategies outlined in their key child's PLP. The Key Person will make observations on the success of the strategies and the child's progress towards their outcomes as outlined on their PLP. The SENCo will support the Key Person to assess the effectiveness and impact of the interventions.
- **Review** Parent/carers will be asked to attend a meeting at school, at least termly (three times per year) to discuss their child's progress towards their PLP outcomes, the effectiveness of the support provided and its impact on the child's progress. This meeting must include the child's Key Person but may also include the SENCo, the Class Teacher and any outside agencies involved (Code of Practice 5.39-5.46). The child's views are always sought and included in the review process. Decisions will be made at this meeting regarding any additional provision, interventions or support that may be needed for the child to continue to make progress.

At every stage of SEND support, the school may request help from outside agencies to better assess a child's needs and gain appropriate strategies. These referrals are made only with parental/carer consent, and a form will normally need to be filled in. Some of these agencies may include:

- Early Years Help Support (Local Authority)
 - Speech and Language Therapy
 - Social Communication Worker
 - Educational Psychology
 - Occupational Therapy
 - Music Therapy
 - Dietetics
 - Physiotherapy
 - Sensory Service (for Vision/Hearing Impairments)
 - CAMHS (Child and Adolescent Mental Health Service)
 - Community Paediatrician

Partnership with Parents

An open-door policy is maintained by the school, and staff foster communication between staff, parents/carers and other professionals and agencies. Parents may talk over their concerns on the phone or arrange meetings with the Key Worker/Class Teacher, Head of Early Years, SENCo and/or Head Teacher. At all times they are assured of confidentiality. Every effort is also made to listen to the voice of the child. At Leicester Preparatory School staff continually monitor children's progress, regularly liaising with colleagues and planning smooth transfers as children move up the school. Policies are re-evaluated annually and there are training opportunities for staff concerning Special Educational Needs.