

HANHAM TODDLERS PRE-SCHOOL

Title	Special Educational Needs	Reference	P2-27
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1.0 Policy

1.1 The Pre-School shall endeavor to satisfy the Code of Practice regarding the Identification and Assessment of Special Needs and Disabilities, and to provide a welcoming environment with appropriate learning opportunities for all children.

2.0 Scope

2.1 This procedure defines how the Pre-School achieves the above policy.

3.0 Referenced Documents

Statutory Framework for the Early Years Foundation Stage – effective from 1-Sep-2021
Special Educational Needs and Disability code of practice: 0-25 years – September 2014
Equality Act 2010
P2-1 Child Admission
P2-9 Key Persons
P2-15 Staffing and Employment

4.0 Definitions

The Pre-School: Hanham Toddlers Pre-School

Board of Trustees: the body that has the overall responsibility for the day-to-day running of the Pre-School, comprising the Trustees, including the Pre-School Manager(s)

Approved	Print Name	S Rouch	Position: Manager
	Signature	Signed copy held in Master Procedure Manual	Date: 13 March 2023
Authorised for Issue	Print Name	K Ricketts	Position: Chair
	Signature	Signed copy held in Master Procedure Manual	Date: 13 March 2023
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<p>5.0 Procedure</p> <p>5.1 <u>Contents</u></p> <p>5.1 Contents</p> <p>5.2 Introduction</p> <p>5.3 Operation</p> <p>5.4 Forms</p> <p>5.2 <u>Introduction</u></p> <p>5.2.1 The Pre-School shall follow the statutory guidance defined by the <i>Special Educational Needs and Disability (SEND) code of practice: 0-25 years</i>, taking into account any periodic updates.</p> <p>All information is obtained from:</p> <p>www.gov.uk/government/publications/send-code-of-practice-0-25</p> <p>5.2.2 Children with special educational needs are admitted into the Pre-School following careful consideration, including consultation with appropriate parties. (See Child Admission procedure P2-1).</p> <p>This shall be explained to prospective Parents/Carers in the Prospectus.</p> <p>5.2.3 Special educational needs that are identified as a result of observations made once a child has been accepted into the Pre-School, shall be considered and addressed as appropriate.</p> <p>5.3 <u>Operation</u></p> <p>5.3.1 The pre-School staff shall observe the children and produce records of their observations to better serve each child's needs to aid their individual development and progress.</p> <p>Each child's Key Person shall contribute to the observations and monitoring of progress. (See Key Persons procedure P2-9).</p> <p>5.3.2 Where necessary the Pre-School shall liaise with external agencies, including, but not limited to, the Early Years Development Partnership, Therapists (eg. Speech Therapists), Health Visitors, Psychologists, Social Workers, Paediatricians and Ethnic Minority Achievement Support Service, (EMASS), for their expert knowledge and advice.</p>			
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<p>If required, these agencies shall be permitted to attend the Pre-School to visit special educational needs children.</p> <p>5.3.3 As part of the structured staff training programme, (see Staffing and Employment procedure ref. P2-15, Section 5.1), staff shall attend relevant courses to support special needs children. These courses shall include those listed below as well as in-service training provided by the Pre-School Learning Alliance and other training providers.</p> <ul style="list-style-type: none"> • Hearing • Speech and Language Development • Autism • Makaton • ADHD <p>5.3.4 Resident Special Educational Needs Coordinators, (SENCo), shall be appointed from the Pre-School staff to support Group Leaders with children's identified special needs, as necessary.</p> <p>5.3.5 The role of the SENCo shall be to provide support to Group Leaders within the classroom when performing risk assessments of children to determine the support required for their particular needs.</p> <p>As well as the above, the SENCo shall also:</p> <ul style="list-style-type: none"> • complete a My Plan for every child identified with an additional need, in consultation with other members of staff • develop Special Education Needs (SEN) Support Plans (in consultation with other staff members and Parents/Carers) • support language groups • regularly spend time with Special Needs children to monitor their progress • when planning activities and experiences, consider children's individual needs <p>Where necessary, the support of home visits may also be appropriate.</p> <p>5.3.6 Where a My Plan is required, it shall be developed by the Pre-School in conjunction with the child's Parents/Carers and external agencies, as necessary. My Plans shall be integrated into the curriculum and reviewed/developed every 6 weeks throughout the child's attendance at the Pre-School in order to support their future learning and development.</p> <p>5.3.7 Where children are identified with special needs that require input from South Gloucestershire Support Services, contributions from the Key Persons and Early Intervention Officers, (EIO), shall be sought when completing the necessary forms. (See Section 5.4 regarding forms).</p>			
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<p>5.3.8 Where deemed appropriate application shall be made for funding from the South Gloucestershire Early Years Inclusion Support Funding (EYISF), or discretionary funding from Access and Response to support an Education Health Care Plan (EHCP) needs assessment, or Transition Support Funding into School.</p> <p>5.4 <u>Forms</u></p> <p>5.4.1 When it is considered necessary that a child's additional need(s) requires a referral to the EYISF or an EHCP, a meeting shall be held with the parents/carers to discuss the situation and gain their written permission.</p> <p>5.4.2 Completed forms shall be sent, along with the Parental/Carer permission for referral, to:</p> <p style="padding-left: 40px;">EYISF e-mail: ISENDSupport@southglos.gov.uk</p> <p style="padding-left: 40px;">EHCP e-mail: accessandresponse@southglos.gov.uk</p> <p>5.4.3 In the event that a family requires early help and support across a variety of needs, the Pre-School shall contact Compass:</p> <p style="padding-left: 40px;">e-mail: compass@southglos.gov.uk</p> <p>5.4.4 A copy of all forms shall be retained by the Pre-school as part of the child's records.</p> <p>6.0 Amendment Record</p> <p style="padding-left: 40px;">Issue 1: First issue</p>			
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