



# Supporting Children with Special Educational Needs and Disabilities Policy

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## 1. SEND terminology

A child with additional needs (short term) is described as a child who is not making rapid progress within certain areas of the EYFS and will need extra support from practitioners to close the gap within their learning.

The Special Educational Needs and Disability Code of Practice (2015) defines **special educational needs (SEN)** as follows.

*"A child or young person has SEN if they have a learning difficulty 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,
- 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 education or training provision that is additional to, or different from, that which is generally made for other children of the same age.

Children's special educational needs are generally thought of in the following four broad areas of need and support:

- communication and interaction.
- cognition and learning.
- social, emotional, and mental health.
- sensory and/or physical needs.

There is often an overlap between disability and special educational needs. Therefore, a child can be defined as being disabled, having a special educational need (SEN) or having both a special educational need and a disability (SEND).

The Equality Act (2010) defines **disability** as:

*"a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."*

Many other factors may impact on children's progress and attainment such as:

- Attendance and Punctuality
- Health and Welfare
- English as an additional Language (EAL)
- Being a looked after child (LAC) a child in the care of the Local authority
- Being a child of Serviceman/women
- Being a Traveller

These factors are not necessarily SEND. Although when a child is identified as needing intervention that is 'additional to or different from' that which is available in our general provision this will be recorded using a SEND additional support plan.

This policy complies with the following legislation and guidance.

- The Equality Act (2010)
- The Special Educational Needs and Disability Code of Practice (2015)
- Early years: guide to the 0 to 25 SEND code of practice
- Early years foundation stage (EYFS 2021)
- Working Together to Safeguard Children (2018)
- Children and Families Act 2014 (Part 3)

The Early Years Foundation Stage (EYFS) framework requires non-maintained providers to have arrangements in place for meeting children's special educational needs. Clear arrangements must be in place for identifying children's additional needs and to promote equal opportunities. The EYFS states that those who work with young children should be alert to emerging difficulties and respond early to concerns.

The EYFS guidance material supports practitioners in implementing the statutory requirements of the EYFS. We use Development Matters (DfE 2021) non-statutory guidance to support practitioners in reviewing children's progress, to consider ways to support and strengthen their learning and development and to identify any areas where the child may be at risk of delay.

At Brookside Pre-school we recognise that all children are unique, they develop in different ways with different patterns. We therefore focus on children's strengths and explore ways to support them to develop holistically and achieve within in all areas of the EYFS.

## 2. Policy statement

At Brookside Pre-school we provide an inclusive and welcoming environment in which all children including those with special educational needs and disabilities (SEND) are supported to reach their full potential. We aim to recognise and support children's individual needs whilst celebrating their strengths, achievements, and interests.

Brookside Pre-school is committed to the inclusion of all children. All children have the right to be educated and develop to their full potential alongside their peers.

Our policy emphasises the aims and objectives of local initiatives within the local area, such as the Stockport SEND Strategy and Outcomes Framework.

[https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=refI\\_wFOjT0](https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=refI_wFOjT0)

Parents, carers, young people, and the workforce worked together across the local area to co-produce a set of Outcomes that we all want to achieve for children and young people.

The agreed statements are:

- I feel Safe
- I feel part of my local community
- My voice is heard and acted upon
- I enjoy good health and well-being
- I am happy and have people I can trust
- I am confident and able to reach my goals
- The people who love and care for me are enabled to do this

### Aims

- To ensure that we offer an inclusive environment where all children feel valued and can thrive and learn alongside their peers.
- To ensure that all staff have read our policy which puts in place a clear approach for identifying, responding to, and meeting children's SEND needs.
- To support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- To work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- To regularly monitor and review our policy, practice, and provision and, if necessary, adjust.
- To attend local SENCO meetings and conferences to ensure that we keep up to date with best practice and any changes in legislation.
- To challenge any discriminatory or stereotypical views regarding SEND within our pre-school environment.

- To encourage staff training and understanding in supporting children with additional needs and providing an inclusive environment.
- To ensure that we continue to offer disabled access and review our environment dependent on the needs of the children and families.

### **3. Role of the SENCO**

Ensuring all children are included and have the opportunity to achieve to the best of their potential is the responsibility of the whole staff team. We do however designate a member of staff to be the Special Educational Needs and disability co-ordinator (SENCO) and give her name to parents. Our SENCO is:

**Michelle Hughes**

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The SENCO works closely with the staff team and has responsibility for the day-to-day operation of our supporting children with SEND and for co-ordinating inclusive provision for them.

The role of the SENCO is:

- Overseeing the day-to-day operation of the pre-school's SEND policy.
- Supporting the identification of children with special educational needs and making appropriate referrals.
- Co-ordinating provision for children with SEND.
- Liaising with parents of children with SEND to ensure that they feel involved, listened to, and supported.
- Liaising with other outside agencies, health professionals, educational psychologists, local authority early years team and SEND support services.
- Leading an effective transition for children with SEND moving on to school or another setting.
- To ensure that additional funding such as enhanced provision funding, early years pupil premium (EYPP) Discretionary Assistance Fund (DAF) are used for resources, support and training which will directly benefit the allocated child's individual needs and development.
- To promote inclusive practice throughout the setting.

### **4. Procedures**

- Our inclusive admissions practice ensures equality of access to our provision. Our pre-school is listed on Stockport's information and childcare directory with a description of

what we offer. It is highlighted on our description that we welcome and offer support for children with SEND.

- We provide a broad, balanced and differentiated curriculums for all children which is tailored to children's interests and individual needs.
- We work closely with children to monitor their development and carry out 2-year checks and Wellcomm assessments to ensure early identification of SEND.
- We use the Stockport graduated approach system (assess, plan, do and review) to ensure that children have personalised targets and support to allow them to progress to the best of their potential.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes.
- Where appropriate, we consider children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Stockport Local Offer, information, advice, and support services.
- With parental permission we work with Stockport's Early Years SEND consultants to gain support in assessing children's needs, ensuring we are offering the best support to the child, accessing all available support for the child and family, and applying for enhanced provision funding.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g. Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (both human and financial) to support children with SEND.
- We ensure that all our staff are aware of our policy as well as the procedures for identifying, assessing, and facilitating provision for children with SEND. If necessary, we provide in-service training for practitioners, and volunteers.
- We ensure the effectiveness of our special educational needs 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.

## **5. Complaints**

Any parent/carer or family who feels their child has been unfairly treated or discriminated against due to their SEND has the right to make a complaint and have that complaint heard and responded to appropriately. Our procedure for handling complaints is outlined within our Complaints Policy.

## **Further guidance**

- Early Years Foundation Stage Statutory Framework (DfE 2021)
- Working Together to Safeguard Children (DfE 2018)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2015)