



Ollie's Trust

Nursery, Breakfast & After School Club

C/o Goosnargh Oliverson's CE Primary School, Goosnargh Lane, Goosnargh, Preston PR3 2BN

Telephone 01772 866415 between 7:45am and 6:00pm

website : www.olliestrust.co.uk

Equality of Opportunity

Supporting Children with Special Educational Needs

Policy statement

Here at Ollie's we provide an environment in which all children and service users, including those with special educational needs, are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN)
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs, initiating the start of CAF (Common Assessment Framework) process.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

The SENCO (Special Educational Needs Co-ordinator) is responsible for:

- Producing Targeted Learning Plans (TLP) in partnership with parents, practitioners and partner agencies.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting as well as liaising with other professionals and agencies.
- The SENCO will provide a link with other educational settings and outside agencies, liaising with potential next providers of education.
- Create a provision map for the setting.
- Advise and support colleagues

Ofsted Registration No: 309872
Preschool Learning Alliance Member: 104284

- Ensure all practitioners in the setting understand their responsibilities to children with SEND and the settings approach to identifying and meeting needs.

Resources

AEN (Additional Educational Needs) funding is reviewed by the SENCO and Manager and will be used to buy resources/provide activities or staffing to develop children's learning.

Staff Training

- The SENCO will keep up-to-date with all aspects of SEND.
- The SENCO will have time allocated each week to plan and review TLP'S, to talk to staff and hold meetings with parents.
- The SENCO will attend courses as appropriate for professional development.
- Key persons will have opportunity to attend courses appropriate to the needs of the child in their care.
- All staff will discuss practice, policy and procedures through regular staff meetings.

Ollie's follows the DfES 0-25 SEND Code of Practice 2017. The emphasis is on Early Identification and providing Early Support to promote better outcomes for all children.

Admissions

Children with Special Educational Needs will be admitted to Ollie's in line with the Ollie's Admission Policy. We ensure that our inclusive admissions practice ensures equality of access and opportunity. Ollie's is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. Ollie's will use the induction process to work closely with parents to ascertain whether a child has been identified as having special educational needs and whether there are any other agencies working with and supporting the child's educational needs to promote positive partnerships. If we are alerted to the fact that a child may have an additional need, we will collect all relevant information and plan to support the child with the family and other agencies where necessary.

Access to Ollie's (in line with the SEN Code of Practice 2014)

All children whether they have special educational need or not, will be involved in the full life of the nursery. Every child's needs are assessed before they start Ollie's and reasonable adjustments are made to ensure every child is able to participate fully within Ollie's and when we go out on trips. We ensure all staff are made aware of this policy and procedure.

Information collected on Entry (for children with an identified need)

Prior to entry at Ollie's we collect information about each child by:

- Filling in standard registration form/contact information; All About Me.
- Contacting health visitors (this includes looking at the children's red book following their two year check which is forwarded by the health visitor). Ollie's also share their entry assessments with the health visitor.
- Collation of Additional Needs information, health and medical issues.
- A home visit by the SENCO, key worker and support assistant if required.
- Keep the 'Local Offer' updated online every year.

Parents

All parents are encouraged to be fully involved in their child's nursery life. During their child's induction process, we ask parents to fill out an 'All about Me form and talk to their child's key person during induction visits. All members of staff are happy to take time to listen to any concerns.

If a child needs extra support, we fully inform the parent and ensure they are completely involved at all stages. Parents are invited to every review meeting and asked to contribute their ideas for future targets. The parents' knowledge and support are vital to the progress of the child. We review children's progress through development reports three times a year, and parent evenings/open evenings. Children's learning journeys are available to look at any time and can be taken home to share with family members with the key worker's knowledge that you have taken it.

- If a child has an identified need when starting nursery, we will check to see if there is any CAF in place;
- Written parental agreement will be sought before contact is made with any professional outside Ollie's with regard to a specific child;
- A care plan will be completed for children who have a disability or specific needs.

When a need is identified at Ollie's

- All children's progression and development is continually assessed. We also use Tapestry assessment system to monitor individual children's progress alongside daily observations.
- If a need is identified, more specific monitoring of the child's progress will be put into place.

This may include:

- Observations
- Additional support for periods of time
- Support of other professionals

- Further training
- Parental involvement

If progress is not being made it will be necessary to take some additional action to enable the child to learn effectively. Request for guidance will be sent to the area SENCO with parents input and concerns

SEN Support

SEN support replaces early years action and early years action plus. It is the category of support for children with SEN but not on an Educational Healthcare Plan (EHC). It focuses the system on the impact of the support provided to that individual child. SEN support places emphasis on a graduated approach (access, plan, do and review). The aim is to improve the experience and outcomes for all pupils and ensuring high quality teaching and learning.

Assess

- The child is identified as needing support for SEN.
- Relevant information is collected.
- Parents are informed of concerns.

Plan

- Action is decided to help the child progress
- A TLP is drawn up, with parents and the child's key Person. The focus is on the outcomes we are working towards, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review.

Do

- The early years practitioner, usually the child's key person, remains responsible for working with the child on a daily basis
- With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support
- The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implantation of support.

Review

- If the child does not make significant progress, the SENCO will make a referral to LCC Inclusion Teacher (EYC)

- The SENCO will be responsible for the consultation of the pre-school referral form with parents
- External support services are asked to give advice and support
- Additional specialist advice may be put in place to specify the needs of the child
- A CAF (Common Assessment Framework) will be completed when the child's needs cannot be met universally and they need additional support from other agencies (e.g. request for support from an Educational Psychologist)
- An Additional Inclusion Support (AIS) Application will need to be completed in order to apply for 'Additional Inclusion Funding'
- Children with more profound/complex needs may need an education, health and care plan (EHC) or already have a EHC plan. Children with an EHC Plan will also have an 'All about Me' which is completed by the parent and SENCO and describes in more depth the needs of the child. This is different to the 'All about Me' completed by all children on admission
- Where a child has an EHC plan, the local authority **must** review that plan as a minimum, every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

Targeted Learning Plans (TLP)

- Will focus two or three individual targets matched to the child's needs
- The TLP's will be reviewed as appropriate to their needs and discussed with parents
- The TLP will be completed and reviewed by the SENCO and keyworker.

Education, health and care plan (EHC)

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the additional education needs of the child, the child has not made expected progress, the setting should consider requesting an 'Education, Health and Care needs assessment'.

Success Criteria

Ollie's need to ensure that we are doing a good job and **meeting the needs** of all of our children. This will be assessed as part of our self-evaluation. In order to do this, we use both qualitative and quantitative judgements.

Qualitative Judgements include:

- Practitioners' views
- Parental views (asked if they are satisfied with the level of support their child is receiving at parents' meetings and TLP/TAF (Team around the Family) review meetings)

- Child view (through observations linked to well-being and involvement).

Quantitative Judgements include:

- Trackers
- Written observations
- Cohort trackers etc.

Transition between settings and to Feeder Schools

‘SEN support should include planning and preparing for transition, before a child moves in to 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 parents the information to be shared as part of this planning process’ (SEN Code of Practice 0-25; 2014, p.87-88).

- Key person will work with the child and family
- Key people will ensure a smooth transition for the child and family when a child is moving in to reception
- Opportunity will be made for the child to visit their feeder school and for the feeder school staff to visit nursery to discuss issues and TLPs with parents and staff, this is planned in weekly during the Summer term.
- A review/transition meeting will be held when staff from the next setting will be invited
- We will endeavour to make the transition as easy and smooth as possible
- Transitional documents are sent to the feeder school.

Ollie’s designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is: **Mrs Lorraine Slater** (in her absence **Mrs K Cocks** – Manager)

A complaints procedure is in place.

- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.

Other useful Pre-school Learning Alliance publications:

- Register and Outings Record (2006)
- Risk Management in Early Years Settings (2007)

- Date Policy was written and agreed by all staff:
- Signed :
- Position :