



Belmont Pre-School

Special Educational Needs and Disability (SEND) – Children and Families Act 2014 and Local Offer Policy:

The Children and Families Act 2014 requires local authorities to publish, in a single place, information on services and provision across education, transport, health and social care for children and young people aged 0-25 years with special educational needs and disabilities (SEND). The purpose of this 'Local Offer' is to enable parents, carers and young people to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms Belmont Pre-School's offer and shows how we have, for many years, provided for children with special educational needs and disabilities.

Our Policy:

We support children with special educational needs and disabilities by providing an environment in which all children are supported to access all areas of the curriculum and to reach their full potential.

- We comply with the Statutory Framework for the Early Years Foundation Stage and the Equality Act 2010.
- We have regard to the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We have an anticipatory duty for children and families with disabilities.
- We support parents/carers of 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 SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- Our designated Special Educational Needs Coordinator (SENCO) is Sara Lewis who is Level 3 qualified and has completed relevant SENCO training.

Identifying children with Special Educational Needs and Disabilities and Our Procedure:

- On induction to our pre-school the appointed Key-person and/or SENCO and parents share information about the strengths and needs of the child to create a positive partnership.
- Families will be supported for as long as it takes for their child to settle. We want all children to feel happy and safe with us.
- Each child has a Key-person who works closely with each child and the family, and may identify a possible individual need.
- On-going observational assessments are made of all children and are linked to the Early Years Outcomes and Development Matters ages and stages of development (as outlined in the Statutory Framework for the Early Years Foundation Stage).
- We undertake a 'progress check at age 2' which supplies parents/carers with a short written summary of their child's development.
- Reports from health care professionals may identify a child's individual needs and we will include these in the child's learning and development.
- Should a child be identified with SEND, the Key-person will liaise with the SENCO and the Best Practice Guidance referred to and used as a working tool.

- Should further intervention be required, the SENCO will undertake the relevant referrals to outside agencies with the parents consent e.g. Speech and Language Therapist, Specialist Teaching and Learning Service through LIFT meeting.

Supporting children with SEND:

- Our SENCO will work with all our staff to ensure our SEND provision is relevant and appropriate.
- We use the 'graduated approach system' for identifying, assessing and responding to children with special educational needs and use the Best Practice Guidance. This means using a step-by-step response through the various levels of intervention which are discussion of a concern, targeted support, specialist support and Education, Health and Care Plan (EHC).
- Our SENCO will explain how children's individual needs can be met by planning support using a written Targeted Plan.
- The Key-person will oversee the Targeted/Personalised Plan.
- Targeted and Personalised Plans will be reviewed and new ones planned by the child's Key-person, SENCO and parents.
- We access additional support from other professionals where necessary (ensuring that signed parental consent has been obtained).
- Our SENCO will work with all other staff to ensure implementation of the Targeted Plan and subsequent continuity of care and education by everyone.
- We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of your child's progress.
- Unique Stories (Key-person folders) are available to view at any time and can be borrowed to take home.
- All documentation is kept in the child's file in a locked filing cabinet to ensure confidentiality.
- All information is shared and stored in line with the GDPR 2018 (see Privacy Policy).
- An inclusion budget and further funding can be requested for SEND and is provided by Kent County Council. This allows us to provide certain resources when needed.
- Our SENCO has completed specific SENCO training and also attends regular LIFT meeting to keep up-to-date.
- Staff have attended training linked to specific needs and will attend further courses as part of their CPD.

Accessibility of the Environment:

- Our premises are suitable for wheelchair access.
- We have an enclosable outdoor play area.
- Resources are easily accessible by the children who have free choice.
- We will explain the limitations of the building and make changes or adapt our facilities if possible.

SEND Resources available at Belmont Pre-School:

- SEND policy
- SEND toolkit
- Wheelchair access
- Publications
- Information sheets
- Directory of useful contacts
- Resources depicting disabilities
- Adaptable activities and resources as required

Working with other Professionals:

We have regular contact with the following professionals:

- Local Authority Equality & Inclusions Team
- Health Visitors
- Speech and Language Therapist
- Specialist Teaching and Learning Services
- Local Children's Centre Staff

Advice from professionals in other areas may be sought as the need arises, such as Physiotherapists, Paediatricians and Occupational Therapist. There are many other professionals who we can contact regarding a child's individual needs.

Further Information:

- The Key-person is always available for advice and support in the first instance. There is a list of every child and who their Key-person is within the setting.
- Our Manager and SENCO are always available to offer advice.
- 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.
- If a child's needs have been referred to a specific team, we will be able to support parents in accessing these services.
- KCC Local Offer - <http://www.kent.gov.uk/education-and-children/special-educational-needs>

Moving on to School or another Setting:

- We hold transition review meetings to plan transition for a child into school or another setting. As well as parents and pre-school staff, these could include foundation stage school teachers, school SENCO, receiving setting staff and relevant professionals.
- We share all documentation such as Targeted/Personalised Plans, Play Plans, early years assessments and observations.
- We invite the receiving school/setting to visit our pre-school to familiarise themselves with, and to observe, the child and to share information in partnership with parents.

Complaints Procedure:

Complaints about the SEN provision at Belmont Pre-School should be made initially to the SENCO. She will then report back within a week and also provide a next line of contact if the matter has not been resolved to mutual satisfaction.

We operate an open-door policy and our staff welcome families to visit our pre-school. We aim to work together to include any child with special educational needs and disabilities.