

Special Educational Needs and Disability Policy

This policy is produced for staff, students and trainees employed at Pixies, and is a point of reference for families and others visiting the setting.

At Pixies we believe that all children have a right to a broad and balanced Early Years curriculum. All children are welcomed into our inclusive setting regardless of their individual needs. Learning difficulties, disabilities or Special Educational Needs (SEN) are seen as a continuum and each child's needs are assessed individually. We have regard for all legislation and guidance applying to the setting:

- Brighton and Hove Early years Special Educational need and disability (SEND) guide for professionals
- Special Educational Needs Code of Practice (2014)
- Special Educational Needs and Disability Act (2001)
- Department for Education and Department of Health and Social Care (May 2015)
- Disability Discrimination Act (1995). DDA
- Early Years Foundation Stage (2012). EYFS
- Every Child Matters (2003)
- Children's Act 2006

Aims and objectives

- We aim to meet the needs of each child as an individual regardless of difference and diversity.
- All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as an individual, with their own cultural and spiritual beliefs.
- We believe that all children should feel valued and confident and should be cared for in a warm and loving environment. We will work with parents at all stages of the child's education and care to ensure our principles are put into practice.
- We will appoint a Special Educational Needs Co-ordinator (SENCo)
- We aim to have an 'open door' policy in the setting.

Our named SENCos are: Charlotte Earthey and Katie Bonner.

In line with guidance from the EYFS and in line with the SEN Code of Practice we will endeavour to:

- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary.
- Stretch and challenge all children.
- Encourage children to recognize their own unique qualities and the characteristics they share with other children.
- Challenge any inappropriate/negative attitudes displayed by staff, parents/carers or children.
- Engage children in anti-bias activities e.g. stories or persona dolls, which promote positive attitudes to all people regardless of their level of ability, appearance, mobility etc.
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.

Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can best be helped. We aim to make any reasonable adjustments to our setting required by individual children or parents. No outside agencies will be contacted without parental permission.

SENCo role and responsibilities

To identify any difficulties a child may be having in accessing all on offer in the setting, and to develop strategies and IEPs (individual education plans) to help the child access the early years curriculum and make progress.

To work in partnership with parents/carers, with the Child's key person and other staff in the setting.

To ensure that parents/carers are aware of plans, and to keep them informed of their child's progress.

To work with outside agencies who may be able to offer support and advice and to liaise with other professionals involved with the child when appropriate.

To ensure that the SEN policy will be made available to all staff and parents/carers, and to encourage comment considering the views and feelings of the children.

To ensure all staff are aware of the 2 main duties of the DDA:

- Not to treat a disabled child 'less favourably'
- To make 'reasonable adjustments' for disabled children

To keep colleagues informed of current relevant SEN information.

Training

The SENCo will attend training in the SEN Code of Practice.

The SENCo will attend SEN training days/ workshops throughout the year and will take responsibility for explaining relevant issues to the other staff in the setting.

Arrangements for Identification and Assessment

Children's progress will be monitored, recorded, and reviewed regularly and should there be concerns, the following action will take place:

- The key person will discuss concerns with SENCO or Manager. Parents/carers will be invited to a meeting to discuss their child's progress.
- Permission will be asked from parents/carers to contact and liaise with their child's health visitor, and Brighton and Hove Inclusion Support Service (BHISS) team member assigned to our setting.

If after discussion with parents, the child's health visitor and a member of BHISS it is agreed that the child needs something additional to or different from our usual activities or resources we will support the child as follows.

Assessment of the child-The child's progress will be monitored and recorded by their key person; Staff will work in cooperation with the SEND coordinator to monitor to children with an identified additional need. An overview of the child's needs and progress will then be planned for.

Action- Parents and cares will be invited to attend an action plan meeting where together the Key person, the SEND coordinator and the parents will discuss their child's development and plan next steps and agreed, Achievable targets to support the child's development and any intervention needed from an outside agency, this will be reviewed regularly with parents.

Supporting ways forward- If the needs of the child are not able to be met from within the setting, further support and advice will be requested from professionals such as the BHISS team (Local Authority), EMAS, Health Visitor, Speech and Language Therapy Team, Physiotherapy or Occupational Therapy Team.

The SENCO/Key person will liaise with the external professionals and use strategies and advice given to support the child's development. Relevant professionals will be invited to attend review meetings.

If the child's development and progress remain significantly delayed, a referral for Statutory Assessment may be made to the Local Authority, Seaside View Development Centre.

We plan to include disabled children and children with SEN as follows:

- Adapting activities so that they are accessible to all children.
- Allocating a key person to get to know the child and how the child learns and develops, SENCO assessments to be made alongside key persons.
- To use simple but effective strategies to meet individual needs, as stated in IEPs.
- Adapt the learning environment to support the child's needs, eg: visual timetables and other visual support, simple signing, behaviour programmes and social interactions.

- If appropriate, we will give parents advice on where to seek support outside the setting, eg Multi Agency Team.
- Share all strategies with Parents and carers during reviews, to support home learning and a consistent way forward for the child.

Request for Statutory Assessment

If the parents, the SENCO, and the BHISS team consider that the resources available in the setting are not sufficient to meet the needs of the child, a referral requesting a statutory assessment will be made to SEN and Inclusion team at Seaside View Development Centre.

Parents and children, as far as possible, must be involved throughout the process and take part in decision-making. Their feelings, aspirations and wishes, as well as the outcomes they hope to achieve must be considered in planning their support.

When requesting an EHC needs assessment in the Early Years, the child's parent or someone acting on behalf of an Early Years setting, usually the SENco or Manager can request an EHC needs assessment. In addition, anyone else can bring a child who has (or may have) SEN to the attention of the Local Authority, particularly where they think an EHC needs assessment may be necessary.

Transition

We ensure good practice in preparing the children for moving to their next setting, by liaising and encouraging the relevant school staff to visit the children here before they leave.

We will pass on all relevant information to the next setting to be attended by the child.

All relevant information regarding a child identified as having SEN is to be on file.

This should comprise of:

- Observations
- Assessment reports
- I.E.Ps
- Progress documents
- Outside assessments

All staff should familiarise themselves with the SEN guidance.

Last review: January 2022

East and West Sussex Contact details for Parents and the Setting

East Sussex

BHISS: BHISS@brighton-hove.gov.uk

Inclusion Team:

**Laura Bellamy, Inclusion, Special Educational Needs and Disability Services (SEND)
Early Years Service. 01273 335270 laura.bellamy@eastsussex.gov.uk**

Child Development Centre:

The Scott Unit. 01323 417400

Speech & Language Service:

East Sussex Children's Integrated Therapy and Equipment Service (CITES). 0300 1232650

West Sussex

Inclusion Team:

Inclusion Team 01243 777807 inclusionteam@westsussex.gov.uk

Child Development Centres

Chichester Child Development Centre. 01243 793639

Haywards Heath Child Development Centre. 01444 414100

Crawley and Horsham Child Development Centre. 01293 600351 / 600352

Worthing Children's Service. 01903 286716

Speech & Language Service:

West Sussex South Area (including Shoreham, Worthing and Littlehampton):

Emma England. 01273 69601 ext.6131

West Sussex North Area (including Crawley, Horsham and Mid Sussex)

Julie Walker. 01403 227000 ext. 7165

West Sussex West Area (including Bognor Regis, Chichester and Midhurst)

Hollie Massingham and Kirsty Hignell. 01273 696011. Ext 5108

Further information and useful web links :

- www.amazebrighton.org.uk
- www.nhs.uk/carersdirect
- www.carersuk.org/Home
- www.adviceguide.org.uk
- www.thecbf.org.uk
- www.direct.gov.uk/en/DisabledPeople
- www.direct.gov.uk/en/Parents/index.htm
- DfE website information on Aiming High for Disabled Children's (AHDC) community equipment and wheelchair services
- Family Information Service
- www.bhfederation.org.uk
- www.fledglings.org.uk/
- www.autism.org.uk
- www.radar.org.uk
- www.whizz-kidz.org.uk

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