

# POLLYANNA PRE-SCHOOL SEND POLICY

## Statement of Intent

Pollyanna Pre-school provides an environment in which all children, including those with special educational needs, are supported to reach their full potential.

## Procedure

We designate a member of staff to be the Special Educational Needs & Disabilities Co-ordinator (SENDCO). Our SENDCO is **Dawn Collins** and our Behaviour lead is **Lorraine Moxon and Sophie Cruickshank**.

## The role of the Special Educational Needs & Disabilities Coordinator (SENDCO)

This role includes:

- working with staff to agree and implement the SEND policy;
- meeting with the other members of staff to discuss individual children;
- assisting staff with observations and assessment or carrying these out;
- assisting staff in planning for children with SEND;
- supporting staff development and sharing knowledge;
- liaise with parents/carers, the Buckinghamshire SEN Team and other professionals;
- ensure appropriate records are kept for children with an SEN Support Plan
- ensure other background information is recorded and kept up to date;
- offer support to parents/carers;
- attend meetings either on or off site and ensure information is fed back to the relevant adults

Pollyanna is aware of the procedures required in relation to disabled children and those with special educational needs (SEND). We have regard to:

- the views, wishes and feelings of the child and the child's parents.
- the importance of the child and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- the need to support the child and the child's parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes.

These principles are designed to support:

- the participation of children and their parents in decision making.
- the early identification of children's needs and early intervention to support them.
- greater choice and control for children and parents over support.
- collaboration between education, health and social care services to provide support.
- high quality provision to meet the needs of children with SEND.
- a focus on inclusive practice and removing barriers to learning.

## Admissions

Pollyanna will work with parents/carers to ensure we are fully able to meet the needs of the child within the limits of our setting.

Pollyanna will endeavour to make necessary adaptations to be fully inclusive to each individual, however some constraints (for example the layout of the building) may not make this possible. We offer flexibility within our settling in procedure to ensure the needs of the child are met and they are fully settled before starting with us. Please refer to **Settling in Policy**.

We will ensure staff have accessed any appropriate training and/or information to successfully include the child, for example administration of any medication or guidelines from other professionals.

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## **Partnership with Parents/Carers**

Pollyanna works closely with all parents/carers and sees this as vital when caring for children. This is particularly relevant when working with children with SEND to ensure our setting is right for that child and that they are fully included.

All children are assigned a key person, which in the case of a child with SEND, could be a staff member with previous experience in this area.

Good communication is key when working with parents/carers to form strong, trusting relationships.

Opportunities for parents/carers to communicate with their child's key person are offered during the settling in process and at feedback times.

More frequent communication may be needed for a child with SEND and further meetings will be arranged as appropriate.

Parents/carers will be included and encouraged to be involved in all stages of the SEND process.

Confidentiality will be maintained, with information shared on a need-to-know basis and only with the permission of parents/carers. The exception to this is if there is a safeguarding issue and gaining permission of the parents/carers could place the child at risk of further harm.

## **Facilities, Staffing and Training**

Pollyanna is based in the main hall of Stoke Mandeville Community Centre. There is access to the setting for wheelchair users via the main doors. Where possible Pollyanna will make adaptations to the facilities or access specialist equipment to meet the needs of an individual child.

Children with SEND will be supported in varying ways depending on their individual needs.

The key person will work closely with the child, parents/carers and SENDCO to provide appropriate support, however all staff within the team should be aware of the needs of the children in their care and what provision is in place for them. Staff working with children with SEND should be sensitive to their needs and have, or be trained in, the knowledge to work effectively and inclusively with these children. The whole staff team will work together to provide consistency and continuity of care.

If we feel it necessary, Pollyanna will apply for additional funding from Buckinghamshire County Council to support an individual child, be it for equipment, training, or to support enhanced ratios.

Staff training will be accessed where required and staff will be deployed effectively according to their knowledge and experience.

Our named SENDCO, who attends training and regular updates, will cascade up to date information to the rest of the staff at every staff meeting.

If we feel an individual child's experience at Pollyanna requires specific training for individuals, this will be accessed through Buckinghamshire County Council training.

## **Curriculum, Resources and the Learning Environment**

At Pollyanna we follow the Early Years Foundation Stage (EYFS), and all children, including those with SEND, are offered the same opportunities.

Each key person plans next steps for their individual key children to incorporate into the room's planning. Activities may be offered in a different way or modified to make them accessible to all. Staff may change the way they communicate with or support children depending on their needs.

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Children with any needs that require additional support at Pollyanna will be supported through the graduated approach (assess, plan, do and review)

- **Assess** – the child's difficulties must be assessed so that the right provision can be made. This should include asking parents/carers and/or the child their views, talking to any professionals involved and looking at records and other information.
- **Plan** – Pollyanna will agree, with the parents/carers involvement, the outcomes that SEND Support is intended to achieve – in other words, how the child will benefit from any support they receive. Everyone involved will have a say in deciding what support will be provided and when it should be reviewed.
- **Do** – Pollyanna will put the planned support in place. The key person remains responsible for working with the child on a daily basis, but the SENDCO and any other supporting staff will work closely to monitor the effectiveness of the support.
- **Review** – At the agreed time the support should be reviewed to see if it is having a positive impact, whether the outcomes have been or are being achieved, and if or how any changes should be made.

SEND support will be implemented. The effectiveness of the provision/strategies will be reviewed every term.

If adequate progress is made, changes may be required to enable continued progress. If adequate progress is not made, different provision/strategies will be planned, implemented and reviewed again.

If Pollyanna and the other professionals who support the child believe s/he requires support which is over and above that ordinarily available from mainstream resources, a request may be made for an EHC Needs Assessment. The request will usually be made by Pollyanna, but parents can make the request themselves.

Prior to starting the EHC plan, Pollyanna can request exceptional funding for the child, to enable us to have enhanced ratios while collecting information and evidence regarding the child's needs. We can then progress to claiming High need funding (HNF) to support the child in the setting. This funding can be used for resources, training or continued enhanced ratios.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care. To achieve this, Pollyanna will work with Bucks Inclusion Services to meet the child or young person's needs and support the achievement of the agreed outcomes.

Specialist resources may be for use just by a particular child, or they may be used with other children in the group.

At Pollyanna our room is flexible, and all of the furniture can be moved to make the best use of the space available. The layout of the room is carefully planned to offer the best access and opportunities to the EYFS for all the children in that room at the time, regardless of whether they have SEND or not. Children are encouraged to be confident, independent, active learners and the room is laid out in such a way to reflect this.

## Identification and Assessment

At Pollyanna we carry out regular observations as part of our routine assessment of the children in our care.

A variety of methods of observation are used depending on the purpose of that observation. We use these observations to plan activities and next steps for the children. If at any point our observations raised a SEND concern about a child, we would initially speak to the parents/carers.

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If we have concerns regarding a child's development, the Keyperson will work with the SENDCO to complete the relevant developmental checks to ascertain as to whether there is a possibility of a developmental delay. The setting uses Solent checks and EYFS developmental record checks to assess the child's level of development and any gaps that are apparent.

All children develop at varying rates, and this is always taken into account. If it is agreed with the parent/carer that their child would benefit from more support than would be offered routinely in the room, then a graduated response will be actioned

Confidentiality will be maintained, with information shared on a need-to-know basis and only with the permission of parents/carers.

SEND records will be stored in the SENDCO file.

When a child with SEND leaves Pollyanna, all appropriate SEND records will be forwarded to the SENDCO at the new setting, preferably directly or alternatively via the parents/carers.

### **Networking with Other Agencies**

Pollyanna works in partnership with parents/carers, other settings and other professionals working with individual children. We welcome support, advice and guidance to help us offer the most appropriate opportunities for children with SEND. Good networking across all the agencies involved ensures a consistent approach with the child so they have a clear understanding of what is expected.

Parents/carers are asked to give their consent before we share information or involve other professionals beyond the routine networking of the EYFS.

Further guidance:

### **SEND code of practice: 0 to 25 years**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-early-years-guide-to-send-code-of-practice-2014>

### **Review and Approval**

This policy was adopted on: \_\_\_\_\_

Signed by Management Committee: \_\_\_\_\_  


Print Name: Carl Sautereau

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