SANDCASTLES POLICY

*SAFEGUARDING & PROMOTING CHILDREN’S WELFARE*

SPECIAL EDUCATIONAL NEEDS+ DISABILITIES

Links to: “provision mapping and local offer available on website”

**OUR COMMITMENT TO INCLUSIVE PRACTICE**

Aim 1 on our MISSION STATEMENT :

to provide a stimulating and supportive environment where children's individual needs and abilities are recognised and all are encouraged to develop to their full potential.

Admitting children from two years old, we can find ourselves in the position of being the first to spot a special educational need in one or more of the following broad areas **- communication and interaction, cognition and learning, behavioural, emotional and social development, sensory and/or physical.** We review our facilities, resources and team skills regularly to ensure that we remain well placed to meet the needs of current and future families (previously known as ‘access audit’ now an integral part of our development planning, provision mapping, local offer and SEF).

We have a statutory duty to include children with special educational needs and disabilities and to make **special educational** **provision** as and when we identify a child with special educational needs. Children with **medical conditions** **needing specialist management** cannot be left here until Health Dept. officials have put together and signed a **CARE PLAN** in conjunction with parents and other specialists involved.

**Judith Stewart** is our nominated Special Needs & Disabilities Co-ordinator **(SENDco).** Other practitioners support and deliver intervention strategies – e.g. S&L support**.**

When supporting children with SEND practitioners employ a heightened awareness of **child protection** as children with SEND are at increased risk.

We continue our commitment to **SEND training** - it has proved valuable in appreciating the needs of every (not only the SEND) child.

Information on **'stammering', 'squints'** and **'glue ear'** is included here but we also collect guidance on less common conditions for our reference and to share with families.

This policy is designed to make sure that we all realise our responsibilities and that we discharge them systematically.

**In house action**

**Our concern would be triggered if we see a child:**

* makes little or no progress, even when we have tried to target a difficulty
* demonstrated development across two areas, at a level significantly\* below that expected for the age (significantly = ½ of chronological age)
* displays persistent emotional and/or behavioural difficulties despite behavioural management strategies having been tried
* has sensory or physical problems and makes little or no progress despite having personal aids or equipment to support
* has communication and/or interaction difficulties and needs specific support in order to learn.

Our **PARTNERSHIP WITH PARENTS** directly influences efficacy of support.

* discuss our concerns with the **parents** and make them aware of help available,
* seek advice ourselves from our **Area SEND teacher and Inclusion Team,**
* pull together as much **information** as we can about the child's difficulties, asking the parents about any health or physical problems and about any other agencies already involved with the child,
* reflect on (and periodically record) the child’s learning-development across all areas of learning
* draw up a **targeted learning plan (sometimes referred to as IEP)** with the parents (and the child as far as possible) focusing on a maximum of three targets and using **new** strategies that are additional to, or different from our normal differentiated curriculum **teaching strategies, adult intensive support, individual learning materials or special equipment,**
* SENDco would work to keep all **staff informed** of the TLP, **observe** behaviour, **monitor** progress and keep **records** up to date,
* This process would be reviewed every 6-12 weeks by everyone involved.

**Involving specialist partner services**

**If the child:**

* continues to make little or no progress in specific areas
* continues to work at an early years curriculum well below that expected at age
* continues to experience emotional and/or behavioural difficulties that impede his own learning or

the group's

* has sensory or physical needs, specialist equipment and/or requires regular support or advice from specialist practitioners
* continues to have complex communication and interaction difficulties that impede the development of social relationships and cause problems with learning

**then we must access more external specialist help** (Health Visitor, G.P., Longlands C.D.C.).

We need to then start the **SEND Profile &** **CAF process** regardless of whether we anticipate needing to access SEND panel or EHC plan integrated assessment later in this child’s nursery career. <http://www.lancashire.gov.uk/media/262189/EHC-pathway.pdf>

**SENDco, Key Person and Manager would then : (plan, do, review)**

1. collect all relevant **information** - TLP's, monitoring records and information from other agencies,
2. organise a **meeting** with the parents & external specialists,
3. together agree **new TLP** targets**,**
4. share details of Lancashire’s SEND support and assessment pathway with parents & carers
5. evaluate if initiating Early Help (similar to previous support option called CAF) would support this family or create unnecessary admin burden
6. set the next **review / T**eam **A**round the **F**amily meeting **date.**

**Education and Health care plan (previously known as statutory assessment / statement)**

If a child’s needs are complex and are expected to have a long term impact on their learning an EHC plan is needed, the revised 2014 Code of Practice stresses that:

* parents, health professionals, schools and nurseries can request the LEA to make a EHC plan assessment,
* other early years providers can bring a child to the attention of the LEA, which then decides whether a statutory assessment is required,
* the involvement of parents of a child who is under five years is crucial,
* even very young children should be actively involved at an appropriate level, in discussion about their TLP's, and be encouraged to share in the recording and monitoring of their progress,
* parents have new rights to appeal if the LEA refuses to assess a child,
* In order to proceed with the request for an EHC Plan, a child must be receiving input from a Community Paediatrician, a Speech and Language Therapist and an Educational Psychologist. A Profile will then be prepared by the SENCo in close consultation with parents/carers and with input from any outside agencies involved. A Team Around the Child (TAC) meeting will be held to finalise the child’s Profile, which will be submitted by the SENCo, along with supporting documentation, to the Local Authority to request an EHC needs assessment. If successful, the resulting EHC Plan will detail the support required for the child to make progress and state the number of hours of adult support the child is entitled to (Code of Practice 5.39-5.46).
* Children with pre-existing ‘Statements’ will be transferred over to EHC assessments and plans from Sept 2014.
* Families of children with an EHC plan must be offered a personal budget,

[SEN Code of Practice 0-25: 9.16] Young people who may require an EHC plan will have complex needs which require complex arrangements. Most young people with special needs will find that they do not need an EHC plan as they can access all the support they need locally from services identified within the 'Local Offer', such as SEN support in

educational settings, and additional services from other contributors such as the County Council, health services, organisations, groups and charities

**When the Lancashire LEA considers an assessment :-**

Every assessment will be carefully considered with due regard to individual circumstances. To inform our decision the Local Authority will need to take into account a wide range of evidence, and should pay particular attention to: evidence of the child or young person’s academic attainment (or developmental milestones in younger children) and rate of progress; information about the nature, extent and context of the child or young person’s SEN; evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person’s SEN; evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided ;evidence of the child or young person’s physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies; where a young person is aged over 18, the local authority must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational

needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life. When considering whether or not to initiate an integrated assessment or complete an EHC plan for an individual,

the Local Authority will, at all times, adhere to its EHC Pathway and the statutory guidance, including timescales, contained within the Special Educational Needs and Disability Code of Practice 0-25 years, Chapter 9.

**2023 Lancashire threshold for fast track Early Years Pathway for EHC-Needs Assessment** for children in their PreSchool year [R-1] is for the child to demonstrate **significant developmental delay** across **two or more areas** of the EYFS with developmental delay being defined as development tracked within **0-15m typical range.**

A diagrammatic representation of the timescale is included at Annex 9 and specific sections 9.53 to 9.56 can be seen in Annex 10 <http://www.lancashire.gov.uk/media/285789/Criteria-for-carrying-out-integrated-assessments-of-SEN.pdf>

From this evidence the LEA will conduct an integrated assessment and decide if the child should be the subject of a EHC plan or if none EHC SEND plan would be more appropriate. The assessment process from request for an Integrated Assessment to EHC plan being agreed or denied should take no longer than 20 weeks.

**At all times throughout the SEND support / assessment process:-**

* parents are to be kept completely informed about their child's programme of work & progress,
* records must be kept up to date and available,
* advice from external specialists must be shared with parents and other staff.

Useful resources and websites

* <http://www.lancashire.gov.uk/practitioners/supporting-children-and-families/send.aspx>
* Special educational needs and disability; a guide for parents and carers (2014) [www.education.gov.uk](http://www.education.gov.uk)
* Centre of Accessible Environments [www.cae.org.uk](http://www.cae.org.uk)
* Information and publications about the Equality Act 2012 [www.gov.uk](http://www.gov.uk)
* [www.education.gov.uk](http://www.education.gov.uk)
* Mencap [www.mencap.org.uk](http://www.mencap.org.uk)
* Children`s Centres
* SEND changes 2014.
* Family voice [www.familyvoicesurrey.org](http://www.familyvoicesurrey.org)

Further information, legislation and guidance on the required inclusive, graduated response:

* L.C.C. file "Including children with S E N in the Early Years"
* Special Educational Needs Code of Practice 2001& updates
* SEND toolkit 2001
* The Equalities Act 2010
* Along with IDP (Inclusion Development Programme) CPD
* and Early Support Website

The legal frameworks for this policy are:

* The Children and Families Act (2014)
* The Children Act 1989 and 2004 and 2006
* Human Rights Act 1998 and amendments 2000, 2001, 2004, 2005
* Education Act 2011
* Special Educational Needs and Disability Code of Practice (2014)
* Race Equality Act 2000
* Statutory Framework for the Early Years Foundation Stage 2014

Helen O’Hagan 30 Oct 2024. To be reviewed Oct 2027