

Haylands Primary School
EYFS / Pre school SEND Policy

This policy is in accordance with the DFE revised Code of Practice and will clarify procedures in regard to the identification and assessment of special educational needs. It can be read alongside the school policy.

SENCO

The SENCO, Vikki Rose, has overall responsibility for ensuring the process outlined below is followed. She will be supported by the EYFS leader, Emma Platt, and the Pre-School Manager Emily Moore. She will facilitate liaison between parents, outside agencies; advise and support staff and ensure appropriate action is taken to meet the children's needs.

Principles

Haylands pre-school and EYFS are committed to providing an inclusive environment in which every child can access learning at a level that is right for them. We aim to enable each child to make the best possible progress.

Staff are committed to working with other professionals in assessing and helping children with special educational needs. Speech therapists, physiotherapists, educational psychologists, health visitors, social workers, paediatricians and clinical psychologists liaise with staff to create a joined up profile.

Identification and Assessment of SEND

The Code of Practice recognises the importance of early intervention in children under 5 and the value of a multi-disciplinary approach. Children may be identified through an external assessment such as a hearing test or speech therapy assessment. At other times, a parent consultation may lead to a referral through staff or parental concerns. For these children, the APDR SEND approach will be used.

The reasons a child may need SEND support may be:

- The child is making little or no progress even when teaching has been targeted at a specific area of difficulty.
- The child continues to work at a level significantly below that expected of children of a similar age.
- The child presents with persistent emotional and / or behavioural difficulties which are not helped by usual classroom behaviour management techniques.
- The child has a sensory or physical impairment and continues to make no progress despite aids and equipment.
- The child has communication and/or interaction difficulties and requires specific individual interventions to help them learn

From a meeting with parents, action will be put into place which might include

- Assessments (internal or outside agencies)
- Classroom strategies, adaptations and interventions
- Pupil passport
- Learning plan

- Regular reviews

If the significant concerns remain, the SENCO in consultation with parents will call upon external agencies to support or apply for an EHCP assessment from the Local Authority.

Learning PLaN

A learning plan is written for children with SEND. The plan outlines their strengths, likes, dislikes and barriers to learning. The child has targets set for staff, parents and agencies to support the child to reach. Targets will be specific, measurable, and achievable reflecting small steps. Targets can be related to any area of a child's development. They do not reflect all the work being done with the pupil but give an added focus to ensure areas of the greatest need are targeted.

EHCP

If at the review, the need remains significant, the SENCO in consultation with parents and staff, will request an assessment for an Education, Health Care Plan (EHCP) The assessment will include the parents at all stages.

Support for Parents and Complaints

Staff are committed to a view of education as a partnership with parents. Parents may bring a friend as support to any meetings. Translators can be at the meeting. Parents can speak to staff on the door, make an appointment or communicate via phone or email.

In the event of parents feeling unhappy, the schools complaints procedure should be followed.

Transition

Transition Partnership Agreements are arranged between the pre school and into school settings for children with EHCPs or if a child has a particular need that they have support with. For such children, a meeting is held between the pre school, SENCO and receiving school or EYFS staff to discuss the child's needs. Every effort is made to ensure a smooth transition between pre school and the school setting. Where needed, strategies are put into place to support the child and family.