

# Early years Special Educational Needs and Disabilities (SEN/D) policy guidance for PVI settings on what to include

# Contents

Early years Special Educational Needs and Disabilities (SEN/D) policy guidance for PVI settings on what to include .....	0
Clearly state what equality of opportunity means in your setting .....	2
Overview of SENCO role.....	2
Clearly state what the policy is seeking to achieve .....	2
State the setting ethos and values around SEN/D.....	3
Include the definition of SEN/D in the Code of Practice.....	3
Include the broad areas of SEN/D.....	3
What isn't considered SEN/D but may impact on progress?.....	3
All settings will have some vulnerable learners.....	3
Who are the vulnerable learners? .....	3
What makes them vulnerable?.....	4
How will you support these children? .....	4
Partnership with Parents .....	4
Promoting positive behaviour .....	5
Medical needs.....	5
Inclusion funding to support children with SEN/D .....	5
Transition into reception or new settings.....	5
Complaints .....	5

## Clearly state what equality of opportunity means in your setting

Equality of opportunity requires that everyone has an equal chance to develop themselves to their full potential and be safe and free from harm. The Early Years Foundation Stage states that "children should be treated fairly regardless of race, religion or abilities". It includes:

- equality of access for all
- social inclusion for all
- life choices are widened, not restricted
- talents are fostered, not suppressed
- no one experiences disadvantage or discrimination in any form
- stereotypes are challenged by staff
- all forms of bullying and harassment are condemned and challenged
- individual and community needs are responded to in a sympathetic and imaginative manner
- individuals and groups are allocated appropriate levels of support to ensure that their potential is fulfilled
- the principle of equity applies.

## Overview of SENCO role

EYFS still states a named SENCO should be in place – so name the SENCO in your setting, along with the contact details.

Include the Role of the SENCo as set out in the SEN/D Code of Practice (5.54):

- "Ensuring all practitioners in the setting understand their responsibilities to children with SEN/D and the settings approach to identifying and meeting SEN"
- "Advising and supporting colleagues"
- "Ensuring parents are closely involved throughout and that their insights inform action taken by the setting"
- "Liaising with professionals from beyond the setting."

Include an overview of the time allocated to the SENCo to carry out their role.

## Clearly state what the policy is seeking to achieve

- High aspirations and expectations for children with SEN/D
- Early Identification and intervention – to nip issues in the bud and reduce frustration in children.
- Parents views to be at the centre of support put in place
- That it relates to the SEN/D Code of Practice 2014, Children's and Families Act 2013 and Equality Act 2010)

### Equality Act 2010

- **must** make reasonable adjustments to include children with SEND
- **must not** discriminate against or harass children with SEND)

## State the setting ethos and values around SEN/D

- What are your long term aims for the children?
- How will children with SEND be fully included in activities and setting will focus on positive **outcomes** for the child
- External support may be required, with parents' permission.
- Additional training will be accessed by staff to raise awareness and knowledge of SEND.

## Include the definition of SEN/D in the Code of Practice

"A child has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

"For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children. For children under two years of age, special educational provision means educational provision of any kind."

## Include the broad areas of SEN/D

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

## What isn't considered SEN/D but may impact on progress?

- EAL
- children looked after
- parents in the services
- parents in prison

**Our role is to narrow the gap** i.e. to reduce the difference between the EYFSP scores of the bottom 20% and the average of the rest of the children

## All settings will have some vulnerable learners

### Who are the vulnerable learners?

- Summer born children
- Eligible for free school meals
- English as an Additional Language (EAL)
- Special Educational Needs (SEN)
- Looked After Child (LAC)
- Boys
- 2-year-old funded child
- Medical need
- Pattern of poor attendance

- Involvement of Social Care
- Gypsy Roma Traveller
- Premature births
- Children of lone parents (include service families, parents who work away for long periods e.g. oil rigs, parent in prison)

### What makes them vulnerable?

- Low self esteem
- Poor involvement in activities
- Lack of confidence
- Cultural differences
- Poor peer to peer relationships
- Immature/delayed development
- Disorganised home environment
- Attachment issues
- Inappropriate learning environment
- Poor family health

### How will you support these children?

**State your settings process for identifying children with SEN/D (refer to SEN/D Code of Practice 2014)**

- Progress check at Age 2 as part of EYFS framework
- EYFSP at school entry
- Regularly review and assess children's development and needs in addition to the formal checks.
- Explain the graduated approach process within your setting – 'The Whole Setting Approach' Assess, plan, do and review.
- Include the type of paperwork you use (have blank examples as appendixes) provision mapping, early support tracking materials etc.

### Partnership with Parents

- Early years setting **must** inform parents when they identify SEND and work together to establish the right support to be put in place.
- Importance of a consistent approach across all settings (including home) that the child attends.
- Consent to be gained prior to accessing external support services (EY Inclusion Team, SALT etc.) You may want to list some of the most common services that support you as a setting. Include information on the early help hub for accessing services to support the holistic needs of children and families.
- You may want to include a section on parents providing clear information about their child's needs prior to entry to ensure a successful transition plan is put in place.

## Promoting positive behaviour

- State the general behaviour/coping strategies you use within your setting.
- Behaviour/coping tools are to identify the underlying reasons for the behaviour and to support the child in overcoming them.
- Parents will be consulted with if an individualised plan is required for their child.

## Medical needs

- Refer to your requirements under the EYFS framework
- For children with complex health needs the Local Authority recommends a health care plan and a risk assessment are put in place, in liaison with child's health professionals.

## Inclusion funding to support children with SEN/D

- Refer to the local inclusion fund within Worcestershire and how it is used to support children with additional needs within your setting.
- Consent to access inclusion funding is included within the NEF parental consent form.
- Inclusion funding will be used to support the inclusion of named children with SEN/D and to support the specific interventions put in place.
- Explain other routes of funding for out of school / Holiday provision and 0-3 non-NEF children.

## Transition into reception or new settings

- Explain the importance on information exchange to aid smooth transition.
- Plan for transition at the earliest stage, especially for those children with complex needs.

## Complaints

How will your setting handle any complaints related to SEN/D provision?