

General Safeguarding and Welfare Requirement: Equal opportunities

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.



Safeguarding Children: Policy for Supporting children with special educational, health and care needs (SEND)

Crofton Early Learners welcomes and is committed to inclusivity and providing a high quality preschool offer to all children accepted for a place. We provide an environment in which all children are supported to reach their full potential regardless of SEND. We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation. Please also refer to our Staffing Policy.

Aims

In particular we have regard for the DfES Special Educational Needs and Disability Code of Practice (2014) and the Disability Discrimination Act 1995 (c. 50)

We monitor and review our policies, practice, procedures and provision annually and, if necessary, make adjustments to ensure that these would not unfairly discriminate against any children with additional needs or disabilities.

We ensure that all pre-school staff have high expectations of all children in order to develop children's independence, resilience and self esteem

Working with Outreach and Inclusion in Bromley we aim to ensure that Crofton Early Learners is inclusive to all children with Special Educational Needs and Disabilities (SEND) and will make reasonable adjustments to policies and physical features which put disabled children at a disadvantage compared with non-disabled children. In order to maintain our quality of provision, it is essential for each staff member to spread their time across the children under their care, allowing 1:1 input for several minutes each day with each child. We are not resourced for any single children to have continual 1:1 input. If your child needs our support we will discuss the choices we can offer.

- Our Local Offer is clearly indicated on our website.
- Our SENCo is in place to help support parents/children who have SEND.
- We identify the specific needs of children with SEND at the earliest opportunity and, where possible, meet those needs through a range of strategies to improve the outcome for the child. This will maintain the effective transition between pre-school and formal education as this is a vital ingredient for successful inclusion.
- We work in partnership with the local authority and other services on the Local Offer and, when relevant, implementation of Education, Health and Care plans.
- We work in partnership with parents and other agencies in meeting individual children's needs. If the need is known prior to the start date, if possible the necessary adjustments are put in place before the child is admitted. However, we do respect parents' requests for confidentiality which may in turn limit or impact what reasonable adjustments can be made for the child.
- Since children with SEND can be vulnerable, Crofton Early Learners will ensure that all children are protected from any form of abuse (see Safeguarding and Child Protection Policy)

Admissions Arrangements for Children with SEND

It is our intention to make Crofton Early Learners genuinely accessible to children and families from all sections of the local community. Please also refer to our Admissions and Equality and Diversity Policies.

Initial meetings are arranged with parents in the term prior to the child's start date when information is collected by way of our Registration Form so that the needs of the child will, where possible, be met.

The Identification of SEND

If a practitioner believes that a child has special educational, health and/or care needs the child's keyperson or other practitioner consults the SEN co-ordinator (SENCo). The SENCo will then consult with the keyperson, child and parents/carers to devise an appropriate strategy, through a graduated approach, for working towards agreed outcomes. All action taken and progress made will be regularly monitored, based on a continuous cycle of 'assess, plan, do and review'. To help in the identification of a child's SEND the setting's staff will refer to the criteria as set out in the SEND Code of Practice 2014.

The fact that a child's main language is not English does not, in itself, mean that the child has SEND as identified above, although the child in many cases, will require support.

Children with safety needs routinely necessitating additional staff supervision/support

Section 3 of the Children Act 1989 confers a duty on a person with the care of a child (who does not have parental responsibility for the child) to do all that is reasonable in all the circumstances for the purposes of safeguarding or promoting the welfare of the child. For health and safety reasons, we are required to offer or exceed statutory ratios of staff:children numbers - we aim to exceed these where possible within our financial resources. In order to maintain our quality of provision, it is essential for each staff member to spread their time across the children under their care, allowing 1:1 input for several minutes each day with each child. We are not resourced for any single children to have continual 1:1 input.

For children known to have special educational needs and disabilities, either by the parents/guardians or by Bromley's Early Years SEN Advisory Team, not infrequently such needs will not be clearly defined at the point of application to preschool and/or emerge whilst observed in the preschool setting. We have a SEN provision and pride ourselves on our offer to children with, for example, delayed speech or speech disorders. We are fully compliant with the national SEND code of practice

https://www.bromley.gov.uk/downloads/file/4763/special_educational_needs_and_disability_code_of_practice_0_to_25_years

On occasion, additional needs emerge which include behaviours that cause a potential safety risk, for example:

- mouthing behaviours – risk of choking/ingestion
- inability to follow instructions/control of motor behaviour - risk of injury to self or others, or escape.

In the event of a child with additional safety needs, we commit to the following:

For any safety needs known at the time of application

- to signpost the parent/guardian to options available (including specialist provision elsewhere*

https://www.bromley.gov.uk/info/8/special_educational_needs/1262/early_years_and_childcare_for_children_with_special_educational_needs_or_disabilities_send

- where the child may be managed safely in our setting, to explain our in-house 'safety assessment' approach (see below)

For any safety needs suspected but not defined at the point of application, or identified in the settling-in period in the setting:

- We will undertake a 'safety assessment' during the first fortnight and document the risk areas that require an enhanced provision to ensure the safety of the child/those around the child;
- We will quantify the enhanced provision required and options/cost to resource this;
- Where we cannot resource this within the existing funding provision/fees & charges, we will explore with Trustees options for a period of 'top up' provision (at Trustee discretion);
- We will communicate the above to the parent/guardian and in the event that we are unable to fully resource the safety provision required, we will signpost them to the options available, which may include:
 - i. to apply for top up funding in order for us to be resourced to supply additional safety input by the local authority
(https://www.bromley.gov.uk/info/8/special_educational_needs/1256/education_health_and_care_ehc_plans)
 - ii. to resource the safety top-up privately (i.e. fund personally)
 - iii. to apply to an alternative setting where additional safety provision is already resourced.
- In the event of the parent/guardian proceeding with option (i) but funding not being immediately available (the usual scenario, unfortunately), we will advise the parents that since we cannot assure their safety, their child must cease to attend our setting until safe supervision can be resourced
- If we have a waiting list, we will release that place to another child, whilst (if appropriate) continuing to support the parent/guardian to progress their funding application with the local authority
(https://www.bromley.gov.uk/info/8/special_educational_needs/1256/education_health_and_care_ehc_plans)

- If and when local authority funding materialises, we will escalate the child to the top of our waiting list for the next available place.

Procedures

Crofton Early Learners seeks to promote a stimulating, challenging and caring environment whereby a child can develop independence and confidence in their abilities and experience the full range of educational and social opportunities available to their peers. We will develop sensitivity to individual needs, ensuring the child with SEND has full access to a broad balanced curriculum through the following:

- We designate Hazel Jones to be the special educational needs coordinator (SENCO) and give her name to parents. She works closely with the Leader and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational, Health and Care Needs Policy and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting. We do this by ensuring staff are adequately trained or briefed about individuals' needs, requirements, IEPs etc.
- If the child's individual needs meet the relevant criteria, we may be able to apply for some additional funding to help support the child through the local authority.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity. We do this by ensuring that all areas of the curriculum are accessible and that staff receive adequate training on equal opportunities.
- We use the graduated approach system for identifying, assessing and responding to children's special educational, health and care needs, ensuring that children progress.
- We ensure that our physical environment is as far as possible suitable for children with additional needs /disabilities.
- We ensure that our general daily programme includes strategies for all children in the group such as using visual timetables, small group work, language groups etc, taking into account their levels of ability, as part of our practice and planning.
- We work closely with parents of children with SEND, placing children and parents at the centre of any SEN provision and decision making.
- We create and maintain a positive partnership and ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education, health and care needs. Parents, keypersons and SENCo also share information when deciding the outcomes for the child, when the child is unable to do so for themselves ensuring, as far as possible, a child-centred approach.
- We signpost families to support and mediation services such as parent partnership services and information on sources of independent advice and support personally and/or through information on our noticeboard.
- We work with the children, eg sharing targets, discussions about choices of activities, where possible we take onboard views of children on their progress, observations on what the child would like to do.
- We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.
- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools, ie arranging transition meetings between the school, preschool and other professionals involved.
- We have systems in place for working with other agencies through the Common Assessment Framework (CAF)
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress and work towards desired outcomes.
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
- We ensure the privacy and protection of children with SEND when intimate care is being provided.
- We arrange in-service training for practitioners and volunteers, using trainers from within Early Years and other agencies.

- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. IEP reviews, staff and Trustee meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Staffing

The duties of the SENCO include -

1. Supporting staff in identifying and meeting SEND.
2. Overseeing the records of children with SEND.
3. Being a channel of communication with outside agencies.
4. Initiating action with the LEA when necessary.
5. Liaison with parents, staff and outside agencies when planning programmes within the graduated approach system

All staff take responsibility for all children in the setting and are familiar with and follow the practice as stated in this Policy.

Complaints

For any complaints pertaining to SEND, parents should follow the procedure as stated in our Complaints Policy:

- Parents are asked to initially contact the Preschool Leader.
- If they should wish to take the complaint further, they are asked to contact the Chair of Trustees.

Parents can also contact -

Special Educational Needs
Civic Centre
Stockwell Close
BR1 3UH

Ofsted:
The National Business Unit
Ofsted
Piccadilly Gate
Store Street
Manchester M1 2WD

Legal framework

Primary legislation

SEND Code of Practice 2015

Equality Act (GB 2010)

Children and Families Act 2014

The Education Act 1996

Disability Discrimination Act 1995

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2020)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Working Together to Safeguard Children (DfE 2018)
- Department for Education 2020 Early Years Outcomes
- Early Education 2020 Development Matters in the EYFS
- DoH 2020 Healthy Child Programme

This policy was adopted at a meeting of

CROFTON EARLY LEARNERS

Held on

2 February 2023

Date to be reviewed

February 2024