



Royal Naval Pre-school Learning Organisation

Supporting Children with Special Educational Needs & Disabilities.

0- 25 SENDS Code of Practice 2014.

The Royal Naval Pre-school Learning Organisation recognises the 0-25 SEND Code of Practice 2014 in the childcare settings that it operates.

The guiding principles of the SEND Code of practice are observed and adhered to by the organisation through its staff and other agencies working within our settings for children and any young people who have SEN or disabilities.

Statement of Intent.

RNPSLO will take into account the views of all children, young people and their families.

RNPSLO will enable children, young people and their parents to participate in decision-making.

RNPSLO will collaborate with partners in education, health and social care to provide support.

RNPSLO will work towards identifying the needs of children and young people and once identified support the children , young people and families.

RNPSLO will endeavour to provide high quality provision to meet the needs of children and young people.

RNPSLO will focus on inclusive practices and remove barriers to learning ,helping children and young people to prepare for adulthood.

The Royal Naval Pre-school Learning Organisation recognises the Code of practice and that inclusive practice is more than just placing a child with special educational needs and disabilities into a mainstream environment; settings need to be pro-active in making changes, acquiring resources and supporting the needs of children with SEN. and disabilities .The organisation recognises that SEN and disabilities is a matter for all members of the setting and that early intervention including the Early Help Assessment Tool process can assist in meeting the child's needs and lead onto further help working with families.

All children have abilities and personal qualities, which require recognition by staff and parents. A child may throughout, or at some time during their pre-school time, have emerging special educational needs or learning difficulties. These may arise from physical, sensory or intellectual impairment, or from emotional delay. The child should be identified and where possible it should be ensured their needs are met within the childcare setting, realising that this is a shared responsibility between parents, staff and external agencies.

Aims and Objectives:

- To provide for the needs of every child within a stimulating environment.
- To give every child the opportunity to benefit from a well balanced curriculum.
- To provide setting activities that are relevant, but above all planned so that each individual's potential is met.
- To encourage all setting staff to become aware of the differing needs of children and to offer support.
- To provide additional and appropriate support for a child where necessary within the resources of the setting.
- To administer medication in line with the medicinal forms signed by parent/carers and two staff members.
- To include all children whatever their needs in order to be a fully inclusive setting.
- To regularly observe and record each child's development.
- To meet any special dietary needs or medication that a child requires.
- To prepare reports on implementation of the SEN and disabilities policy, admission of disabled children.
- To take steps to prevent disabled children from being treated less favourably than others.
- To review the facilities provided enabling access to childcare settings for disabled children working alongside the MOD who as landlords are responsible for any modification to MOD property.
- To produce an accessibility plan showing how planned access could improve over time working in collaboration with the MOD.

Special Educational Needs and Disabilities Co-ordinator , Setting SEND Coordinators.

The Organisation has an overall Special Educational Needs and Disabilities Coordinator that works with the setting's SEND s Coordinators and staff teams to support , advice and help with all aspects of working with children and families with additional needs. Visits are arranged on a regular basis and each child's individual need along with the settings practices are catered for.

Each childcare setting has a named setting based Special Educational Needs Co-ordinator (SENDS Co) to ensure the implementation of support for children with SEN and disabilities happens. The Royal Naval Pre-school Learning Organisation has a wide and varied resource of appropriately trained and experienced staff in the area of SEN who share good practices and support each other and all children in the organisation.

Our setting based SENCO.

- Works with the staff team to agree and implement the Inclusion Policy., ensuring all practitioners in the setting understand their responsibilities to children with SEN and disabilities and the settings approach to identifying and meeting SEN and disabilities.
- Co-ordinates the special educational needs and disabilities provision with our settings.
- Offers support, advice and guidance to other SENCO's within the organisation.
- Offers support to parents, ensuring they are closely involved throughout and that their insights inform action taking by the setting.
- Supports all staff development.
- Liaises with other agencies.
- Keeps appropriate records.
- Assists staff in making observations and assessments.
- Assists staff in planning for children with special educational needs.
- Contacts outside agencies at an early stage for informal advice.
- Works with staff and other agencies to produce an Education, Health Care(EHC) plan for children.
- Works with other agencies in relation to reviewing the EHC plan.

The named SEND Co for is

The deputy named SEND Co for the setting is

Admission Arrangements for Children with Special Needs and disabilities.

Admission for all children is in our Admissions Policy, and also quoted in our Inclusion and Equalities Policy.

Specialist facilities and staffing -

RNPSLO wherever possible will work with the MOD and any other outside agencies to make any reasonable adjustments for all children/staff to access our childcare facilities and offer an alternative setting if required.

RNPSLO will make every effort to ensure the furniture is of a suitable height for wheel chairs, allowing the child to participate in all the activities provided.

RNPSLO will ensure -

- Nominated staff have received SENCO training and can be used to assist in other Jack & Jill settings to support staff teams.
- Attendance of mandatory SEN and disabilities courses;
- All staff are aware of inclusion and inclusive practice.
- Staff members would undertake any specialised training needed.

Each RNPSLO setting is different, for example some are in purpose built units, some are in mis-appropriated married quarters. MOD are the landlords of the childcare sites and RNPSLO will endeavour to work alongside them ensuring settings would do their best to accommodate a disabled child/adult.

Crownhill Jack & Jill's has disabled access into the unit with a disabled toilet and is on a level site.

Eggbuckland Jack & Jill's pre-school is on a level site and has disabled access via a ramp but does not have a disabled toilet.

Radford Jack & Jill's pre-school (wooden hut) is on a level site with disabled access but does not have a disabled toilet.

Goosewell Jack & Jill's school site (pre-foundation stage group) is on a level site with disabled access and a disabled toilet.

Trevorder Jack & Jill's pre-school has disabled access but does not have a disabled toilet.

Widewell Jack & Jill's pre-school has disabled access but does not have a disabled toilet.

Plympton Jack & Jill's is in a purpose built unit with double doors, has a disabled ramp and a disabled toilet

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SEN and disabilities in the early years.

Early years Foundation Stage Framework states that early years providers are to have arrangements in place to identify and support children with SEN and or disabilities and to promote equality for all children in their care and to review children's progress and share a summary with parents this will be done through on- going assessment at two years and on leaving early years to move to full time education.

The LEA considers the need for an Educational Health & Care Plan by assessing what the child's educational need after assessment (what they can/can not do) and if granted, the special educational needs provision that will be provided and the placement that offers additional support best suited to the child's needs (if different from the pre-school that the child is attending). **Educational Health Care (EHC) proposal will be part of this process.**

Curriculum Planning and Inclusion of SEN and disabilities.

Provision of and the utilisation of staff will be sought as required to support the child's learning if possible. Time managed regular meetings with staff to ensure that all staff are made aware of the child's needs. Activities set up to meet the child's needs or interest are planned and reviewed regularly working collaboratively with outside agencies and parents.

Our learning environments provide opportunities for all children to be included in the setting as a whole.

The environments are designed to be on one level, bright, lively, colourful, stimulating and positive with children's work displayed wherever possible, to enrich the learning experience; together with SEN and disabilities facilities purpose designed and built to ensure there are no physical barriers to the child's learning.

All children irrespective of their needs are encouraged wherever possible and appropriate to participate in groups' activities.

The organisation has access to a wide and varied range of equipment and toys, there are seven groups within the organisation all of which swap toys etc around on a regular basis. The seven sites have access to each others SENCO's for the purpose of support, advice and guidance.

Outside agencies enables us to borrow any specialised equipment or toys which we may need; additionally, various other agencies provide specialised equipment and resources which we can also access.

Identification and Assessment of Children with SEN and disabilities.

Progress check at two.

The organisation recognises when a child is between two and three years their progress must be reviewed and a report with a short summary provided for their

parent. This concentrates on key areas and gauges where the child is developmentally. If the child's progress is slower than expected, if there are significant emerging concerns practitioners should look at developing a targeted plan to support the child. This could involve other professionals along with the group or organisation's SEND Co's.

RNPSLO recognises it is important in the early years that there is no delay in making any necessary special educational provision. Delay can give rise to learning difficulty and subsequently loss of self esteem, frustration in future learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes in helping the child prepare for adult life.

Assessment at the end of the EYFS.

The EYFS profile provides parents, practitioners and teachers with a picture of a child's knowledge, understanding and abilities. A profile completed for a child with SEN and disabilities can be helpful and inform plans for their future learning, and support needed including an EHC plan .

Identifying SEN and disabilities

In addition to the formal checks, RNPSLO childcare staff working with children monitor and review the progress and development of all children during the early years. Each settings manager has a developmental check list which holds key information about all children attending the setting and acts as an overview to ensure there is information available at all times of each child's progression.

A child has SEN and disabilities if she or he has a learning difficulty that calls for special educational provision to be made for him or her.

A child has a learning difficulty if she or he -

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- The child's progress gives cause for concern either in one area or a number of areas.
- Has a disability that either prevents or hinders the child from making use of existing facilities or resources for children of the same age in the setting.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which she or he will be taught.

Factors such as housing, family or other domestic circumstances may be contributing to the presenting behaviour, and a multi-agency approach and early help assessment may be needed.

Early Help Assessment Tool

A child or family may require early intervention assistance and an Early Help Assessment Tool (EHAT) may be carried out with the parent to provide support and any other help needed. If the family is deemed as a vulnerable family, this additional assistance can ensure that other agencies' help can be called upon with their permission.

EHAT meetings can be held to assist in any needs the child or family has, working with the setting staff. These meetings are set up with the parents' consent and agreement to complete the paperwork to start the process. Once completed, the process engages a variety of outside agencies all to work with the best interest of the child.

Identification, Assessment and Provision

The need for early identification is paramount. It is made either by parents, staff, from information received from previous provision or from external sources.

Our systems of observation and record keeping operate in conjunction with parents and outside agencies, enabling us to monitor children's needs and progress on an individual basis; observations and assessments are available for parents to read along with their child's learning journey.

SEN and disabilities Support

Early years action and Early years action plus have now been replaced by SEN support. This is a graduated approach to supporting children with SEN (**Assess, Plan, Do and Review**). **This should be done with the knowledge and, where possible, agreement with the child's parent.**

Assess

During the course of everyday practice, a key person will observe individual children's progress. These observations provide valuable information that inform assessment of children's needs and determine what progress has been made. Children's progress should be regularly reviewed and the SENDCO informed of any changes or concerns.

Plan

If it is decided that a child requires additional SENDs support than parents must be notified, and have their views taken into account when planning interventions through a SENDs action plan. An action plan will include agreed targets, desirable outcomes, relevant interventions and support and how and when the process will be reviewed and monitored. Interventions should be shared with all those that work with the child.

Do

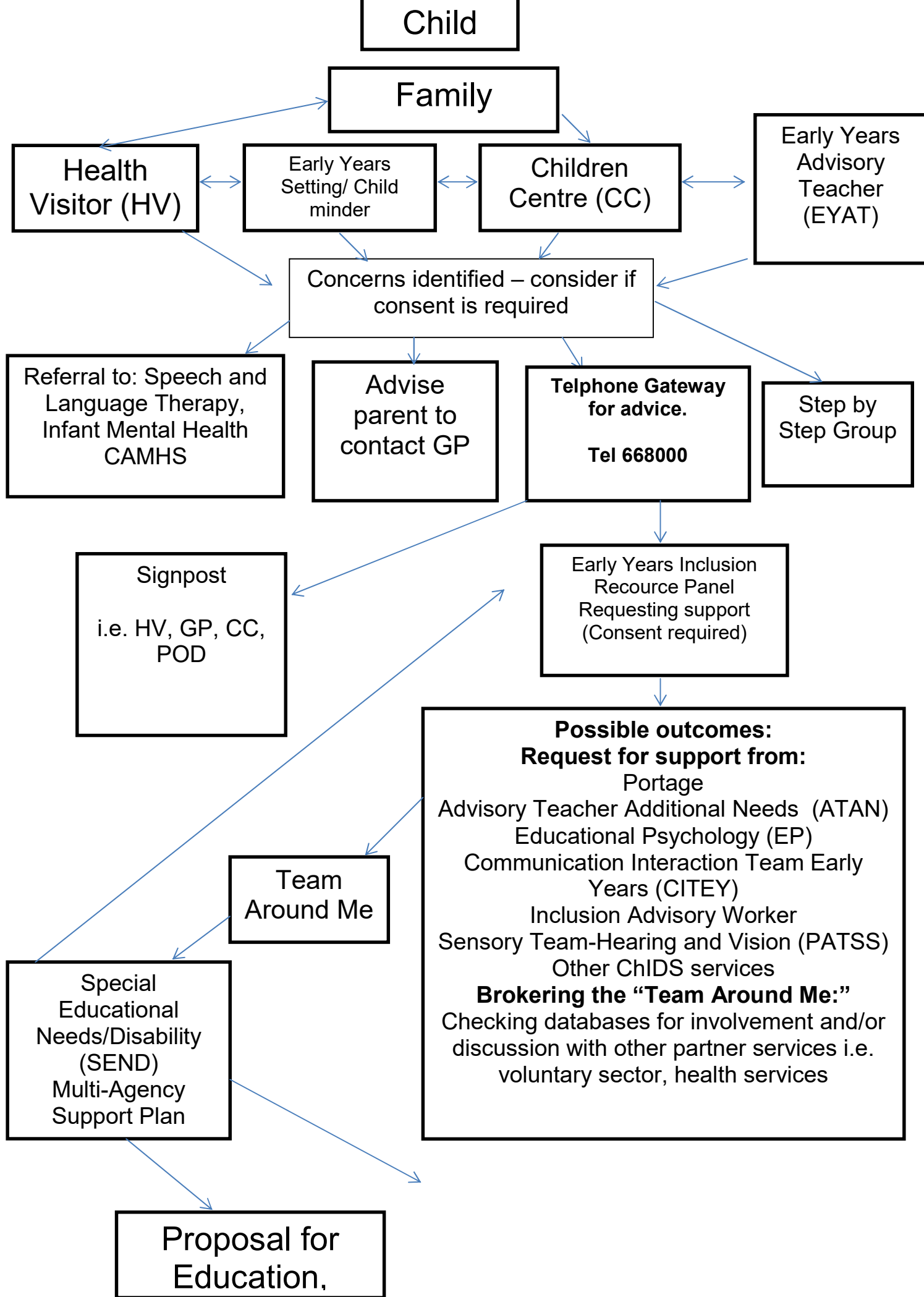
The key person, SENDCo and other key staff working with the child should implement the interventions within the provision. The parents should then be given guidance on how to implement the same or similar at home if they wish.

Review

Pre-planned reviews should take place regularly. This will help monitor and assess the effectiveness of the support supplied and the impact on the child's progress. The key person and the parent should work with the SENDCO and other involved agencies. To revise the cycle of support and intervention in light of the review, make appropriate adjustments and set fresh outcomes.

Meetings for parents of children who need SEN and disabilities support will be organised regularly, and, in line with the SENDCo's advice and concerns for the child's progress, this could be half termly, termly or on an "as and when" basis. The meetings may include outside agencies and professional bodies if this is thought to be appropriate.

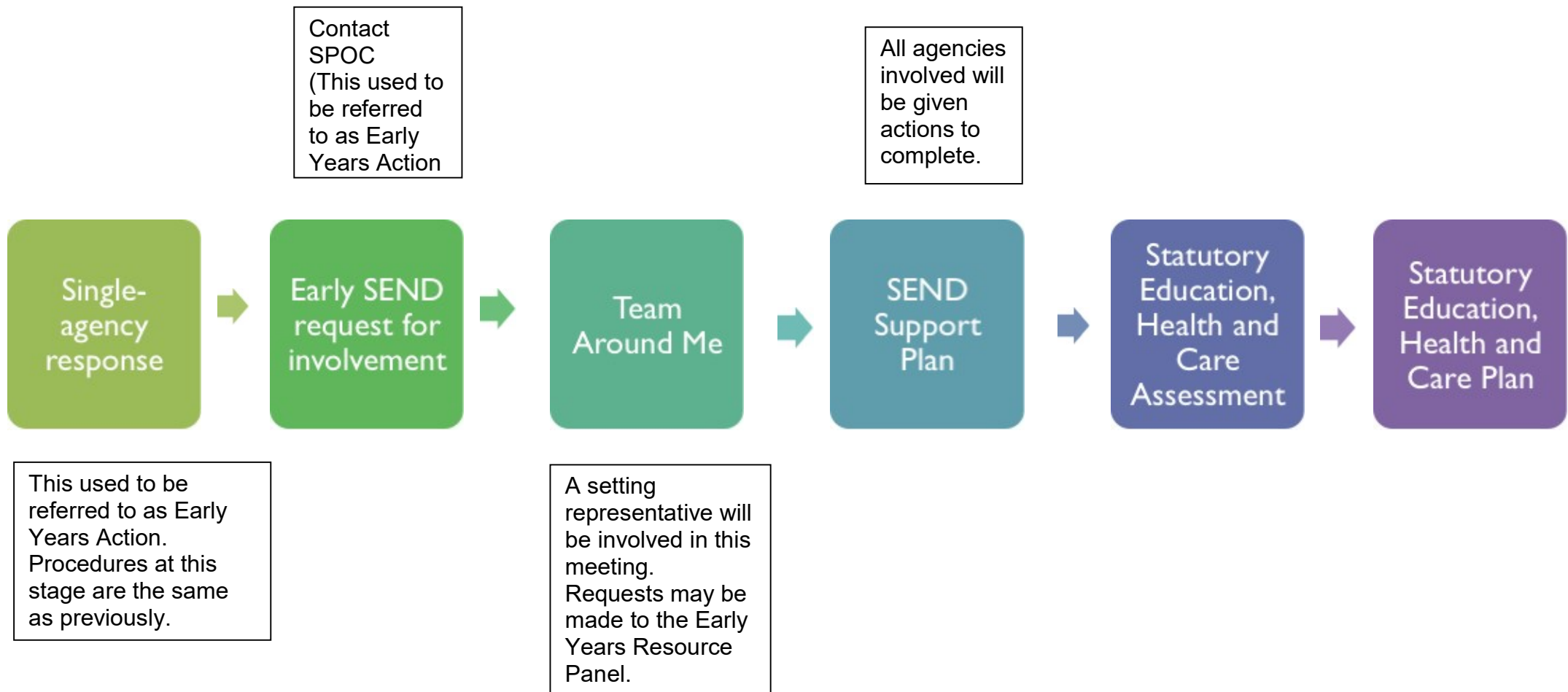
*Please see following charts.
(SENDS Flow chart, Early SEND pathway)*



Request for support from Early Years
Inclusion Resource Panel

Possible outcomes:

EYAT, ATAN, CITEY, EP, Inclusion
Worker, Additional funding



Educational, Health and Care EHC assessment and plans.

If it is found that a child's needs cannot be met through the setting without additional support then advice will be sought from the area SENDCo to look at additional funding.

If after the setting having taken relevant and purposeful action to identify, assess, and meet the special educational needs of the child, the child has not made the expected progress, the childcare setting will consider requesting an Education, Health and Care needs (EHC) assessment and plan.

RNPSLO have a duty to cooperate with local authorities in carrying out needs assessments for children. If a child's EHC plan states that they should be in an early years setting to provide educational support RNPSLO will make every effort to support the child and family.

If every effort has been made by RNPSLO after taking relevant and purposeful action to identify, assess and meet the SEN and disabilities of a child, and the child has not made progress RNPSLO will bring that child to the attention of the local authority, if they think an EHC may be necessary. This would be done with the agreement of the parents. The local authority has a duty to gather information on the child from other professionals and the RNPSLO will cooperate with the local authority on this.

A child's parent has the right to request that a particular maintained nursery school can be named in the EHC, the local authority must consult with the nursery school about admitting the child and naming it in the EHC plan unless- It would be unsuitable for the age, ability, aptitude or SEN and disabilities of the child or the attendance of the child there would be incompatible with the efficient education of others or resources.

The local authority considering comments carefully from the nursery school as once named in the EHC plan it must admit the child.

RNPSLO will co-operate with the any outside agencies working for the best outcome of the child and working with the local authority to determine what can be provided from within the setting's own resources and what will need additional external expertise or further funding from the local authority.

Children under compulsory school age.

Children under compulsory school age are considered to have SEN and disabilities if they have a learning difficulty or disability which calls for special educational provision to be made and when they reach compulsory school age are likely to have greater difficulty in learning than their peers, or have a disability which prevents or hinders them from making use of the facilities that are

generally provided. Consideration to be given if they would be likely to have a learning difficulty or disability when they are of compulsory school age if no special educational provision were made for them. The majority of children with SEN and disabilities are likely to receive special educational provision through the local offer. They must conduct an EHC needs assessment for a child under compulsory school age when it considers it may need to make special educational provision in accordance with the EHC plan.

Children under 2

RNPSLO recognises that for most children under two whose SEN and disabilities are identified early, their needs are likely to be met from local available services, particularly the health service and for disabled children, social care services provided under Section 17 of the Children Act 1989.

RNPSLO will work with the local offer to provide integrated support for young children with SEN and disabilities.

RNPSLO will engage with home based programmes such as Portage or peripatetic services for children with hearing or vision loss and parents will be actively encouraged to be involved in making decisions about the best way to help their child and the support they need. Early support may benefit providing materials and resources on coordinated support. GOV.UK website is a useful resource.

Children aged 2 - 5

Where children are attending an early years setting the local authority will seek advice from the setting and RNPSLO will work together with them in making decisions about undertaking an EHC plan. or alternative provision best suited for the child's needs.

Reviewing the EHC plan.

Local authorities will review the EHC plans as a minimum every twelve months; RNPSLO will cooperate with these reviews. Focus will be on the child's progression towards the outcomes specified in the EHC plan and must also consider whether these outcomes and supporting targets remain appropriate.

RNPSLO will endeavour to hold the meeting review wherever possible but there may be occasions when this is not possible without affecting core business in which case an alternative venue may be sought.

The child's parents, a representative of the early years setting, a local authority SEN and disabilities officer, a health representative and a local social care representative must be invited and given two weeks notice of the date of the meeting.

The early years setting must seek advice and information about the child prior to the meeting from all parties invited and send to all parties attending or invited.

A report of the meeting must be distributed to all parties with some recommendations on changes to the EHC plan working alongside others involved.

Transfer between phases of education

All children are issued with a transfer document prior to their arrival at their new setting; this is discussed with the parent/carer wherever possible and practical. With parental permission links are made by us with the new school or other setting prior to the arrival of the child. If your child has additional needs then Plymouth City Council has developed a transfer document which the setting will complete when the child moves from the setting for children with an EHC plan, it must be reviewed and amended in sufficient time prior to a child moving between key phases of education, such as from an early years provider into school, to allow for planning for and where necessary, commissioning of support and provision at the new institution. The review and any amendments must be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools. A transition meeting may also be held if an enhanced transition is requested by the EHC Plan lead professional.

Plus any non-educational needs that outside agencies have agreed upon, and any non-educational provision that would meet the child's needs.

Training

Plymouth Early Years Service offer training periodically throughout the year and staff are able to access SEN and disabilities courses. SEN and disabilities courses are available to all staff or relevant parent/carer who wish to attend. Courses are regularly updated and cascaded to all staff members or relevant parent/carers.

RNPSLO staff would access specialised training if required in order for a child to access the setting and work closely with other agencies for the

All staff are first aid trained.

Links with Other Settings

Through any common assessment framework meetings RNPSLO will work with any agencies involved.

Links that the settings have, and that as parents/carers you may have come into contact with, are as follows -

- The Early Years Inclusion Team
- Speech Therapist
- Health Visitors
- Educational Psychologist

- Specialists within the specific field of concern
- School SENCO
- Learning Support Assistant
- Inclusion Advisory Service
- Portage
- Foundation Teacher

Useful Contacts

Gateway 01752 668000

Out of Hours 01752 346984

CAF TEAM - 01752 307160

Early Years Safeguarding and Welfare officer Maria Hollett 01752 308997 or 07795121445.

Children's centre manager (cluster 5 & 6) key responsibility for SEND (Oliver Mackie) 07500 762171 or oliver.mackie@barnardos.org.uk

Plymouth Online Directory (POD)

The Plymouth online directory is a web site that provides education, childcare, welfare, health and social care information for adults and families living in Plymouth.

This will provide information about the SEND local offer in more detail for families .

Voice of the Child

We listen to our child's view and consider this when we work out their individual educational plans (IEP's).

Abbreviation Key:

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| Assessment Coordinator | Professional who leads the practice for EHC |
| ATAN | Advisory Teacher Additional Needs |
| EHAT | Early Help Assessment Tool |
| CAMHS | Child and Adolescent Mental Health Service |
| CDC | Child Development Centre |
| CHIDS | Child Health and Integrated Disability Service |
| CITEY | Communication and Interaction Team Early Years |
| EHC plan | Education Health and Care Plan |
| EP | Educational Psychologist |
| GP | General Practitioner |
| Graduated Approach | On-going process of increasing/decreasing support for the child |
| HV | Health Visitor |
| SSW | Specialist Support Worker (Includes Portage and |

| | |
|--------------------------|--|
| | Communication and Interaction team support workers) |
| IEP | Individual Education Plan |
| Lead Professional | Professional who takes the main lead in the team around me |
| SALT | Speech and Language Therapist |
| The Gateway | The Gateway |
| HUB | HUB |
| TAM | Team around me. |

Signed:

Dated: