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Keyham, Plymouth, PL2-1QS

[www.pelican-childcare.co.uk](http://www.pelican-childcare.co.uk)

## Educational needs and disability (send) policy

### **Mission statement for children with additional needs:**

We welcome all children and aim to respond appropriately to each child's background and individual needs. We respectfully ask parents / carers to give as much notice as possible if a child has additional needs. This will enable us to explore with parents / carers and any other outside professionals how we can provide most effectively for that child.

### **The aims and objectives of our SEND policy are:**

- The early identification of any need a child may have, and offering an appropriate learning environment in which we provide a range of differentiated activities to meet individual needs.
- To develop a partnership with parents / carers, recognising and acknowledging their expertise, and to always consult with them if we feel a child has an additional need.
- To observe, monitor and record a child's progress as appropriate. If a child has been identified with an Additional Need, we will discuss their needs with their parent / carer and keyperson to ensure their needs are met. This will be via an Individual Education Plan (I.E.P.). Where necessary, and with parents / carers permission, we will liaise with other professionals to ensure we are offering effective provision.
- To work in close partnership with the Local Authority and operate under the guidance of the local offer.

The name of our Special Educational Needs Co-ordinator (SENCo) is **CAROL WILTON**.

### **The SENCo'S role is to:**

- Liaise with parents / carers and other professionals in respect of children with additional needs.
- Advise and support other staff in our setting, and promote staff development in relation to additional needs, to include attending and cascading appropriate training.
- Ensure that appropriate Individual Education Plans (I.E.P.'s) are in place, implemented and evaluated every 3 weeks.
- Ensure that relevant background information about individual children with additional needs is collected, recorded and updated in consultation with parents / carers.
- Complete necessary paperwork and reports.
- Monitor, evaluate and update the Special Educational Needs Policy annually.
- To have regard for the Special Educational Needs and Disability (SEND) Code of Practice 2014: 0 to 25 years, on the Identification and Assessment of Special Educational Needs.

### **Specialist facilities and staffing:**

- Our Centre Manager, MARITA PIDGEON, ensures our staff are deployed within the centre to work with groups or individual children where appropriate.
- Carol Wilton (SENCo) has an NVQ Level 3 in Early Years Care and Education, Level 1 in British Sign Language and has undertaken a wide area of additional needs training ranging from Code Of Practice, IEP writing, to supporting children with Communication and Interaction, Social, Emotional and Mental health, Cognition and Learning and Sensory / Physical needs etc.
- If it is felt that a child's needs cannot be met at our centre without additional personnel / equipment, funding will be sought to ensure that our provision is made appropriate for that child's needs. This will be via the Early Years Inclusion Resource Panel.

- We work in liaison with relevant professionals and agencies outside of our provision to meet our childrens specific needs, Speech and Language Therapists, Educational Psychologists and Early Years Advisory teachers etc.
- The centre has disabled access to all areas, via a stairlift / ramps, and an accessible toilet.
- We also have a room that can easily be adapted into a sensory room using our portable sensory bags.

### **Resources we provide for children with additional needs:**

We provide a range of differentiated resources:- construction toys, large toys such as bikes, scooters, cars etc. A climbing frame, hoops, balls, sand, water and pasta etc. We also provide pop-up books, story tapes, large books, floor and peg puzzles, tactile equipment such as dice, threading, cutting, painting, playdough etc.

Additional equipment can be accessed via Occupational Therapists etc.

### **Identification and Assessment of children with additional needs:**

We have regard for the Special Educational Needs and Disability (SEND) Code of Practice 2014: 0 to 25 years, on the Identification and Assessment of Special Educational Needs.

We have adopted the Plymouth SEND Pathway for support format;

### **Single Agency Response:**

Having given a child time to settle into our centre, we observe, assess and talk with the child's keyperson. If we identify that the child's needs are different from or additional to those of his / her peers, Carol Wilton (SENCo) / the child's keyperson will talk to the parents / carers and where appropriate the child. We will discuss the most appropriate way forward to support the child. Consulting with universal services such as Health Visitors, the local Children's Centre or the support of our Early Years Advisory Teacher (EYAT) where applicable. An Individual Education Plan (I.E.P.), using SMART (Specific, Measurable, Achievable, Realistic and Time-related) targets will be implemented, monitored and evaluated on. We will record the child's progress in relation to the targets set on the IEP and at review, discuss with the parents / carers on the most appropriate response, following best practice of obtaining written consent from parents / carers for e.g. request for advice from the gateway etc.

### **Early SEND request for involvement (Multi Agency):**

If the review indicates that the child continues to have a need / is not developing as expected / responding to action taken by the setting, with the Parent / Carers permission and signature a request; purely for Speech and Language concerns would be made directly to Children's Speech and Language Service and purely Infant Mental Health concerns directly to Children and Adolescent Mental Health Service (CAMHS). If the concerns were Health / Hearing / Sight related we would advise the Parent / Carer to contact their GP / Health Visitor.

If there are wider SEND concerns, with Parental / carer consent, a referral for SEND support would be made through the gateway.

We will continue the I.E.P. until other external support services are received.

### **Multi Agency Team Around Me (TAM) approach:**

Where a multi-agency approach is required from the referral, gateway can help co-ordinate a Team Around Me (TAM) response. This is where other professionals, including Pelican, work together with shared responsibility for the benefit of the child (a Lead Professional will be agreed from within the team, improving co-ordination and reducing duplication and the need for families to have to repeat themselves). The team can vary in size and membership and will change dependant on the needs and journey of the child. The TAM structure encourages multi-agency partnership working and puts the child and family at the heart of the decision making. Regular meetings will allow the opportunity to share information and plan the way forward together. A SEND Support Plan which details the outcomes of the TAM will be produced.

### **SEND Support Plans:**

These will include the outcomes that the team are seeking and indicators of success. What will be done, how, by who and when will be detailed including resources needed and a reflection on the level of success. The support plan will be an on-going cycle and may lead to new requests for support or advice.

We will be guided by the TAM as to whether we need to apply to the Early Years Inclusion Resource Panel to request additional resources / support. Meetings are held monthly to review or allocate resources to support individual children. Outcomes of the meeting could be; support from an Early Years Advisory Teacher (EYAT), an Inclusion Advisory Worker or other agency, additional funding for 1:1 support or a combination of these.

### **Statutory Education Health and Care Assessment:**

For the majority of young children with SEND their needs are likely to be best met through the services set out in the Local Offer and within our setting. However, when accurate information evidences the SEND support and its impact indicates that... 'despite the setting having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress' or 'The educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold' it will be appropriate to initiate a Proposal for Statutory Assessment.

There is a 20 week timeline set out for this process as follows:

Day 1 – the clock starts from the received date of Proposal for Assessment (which will have been discussed, agreed and consent received from Parents / carers via the TAM). Acknowledgement is sent to Parents / Carers with information about the process.

Within the first 4 weeks the Proposal goes to a Single Multi Agency Panel (SMAP 1) for a YES / NO decision to assess.

If 'YES' - an Assessment Co-ordinator is allocated, notified and sent existing information by Week 4.

Weeks 5 – 10: A 1 to 1 meeting is set up between the Assessment Co-ordinator and Parents / Carers. The Lead Professional from the TAM will be contacted for advice and given 5 weeks to submit reports to the SEN team. The Assessment Team (including Parents / Carers) will meet to discuss the draft plan by week 10.

Week 11: Draft Education Health and Care plan is sent to a Statementing Officer for quality assurance checks.

By week 14 – 15: the draft Education Health and Care plan must go to (SMAP 2) for agreement and allocation of funding.

By week 16: the draft Education Health and Care plan (EHC plan) is issued to Parents / Carers and a copy sent to the named provision and Assessment Team.

Parents / Carers are given **15 days** to contest anything in the plan / agree with it – the Assessment Co-ordinator may meet with Parents / Carers to discuss the final plan if required.

Week 20: the final Education Health and Care Plan is issued.

(for a child to have an Education Health and Care Plan, there must be an Education need and not just a Health need – unless the Health need impacts the Education.

**We plan our Early Years Curriculum (with access to the Foundation Stage), to include children with additional needs as follows:**

- Our long, medium and short term planning takes account of a range of additional needs.
- We plan individualised / differentiated learning targets for each child.
- We change our teaching styles to deliver learning activities to children with different individual needs e.g. visual cue cards, bell to signify pack away time etc.
- We use the Early Years Foundation Stage (EYFS) Statutory framework as a guidance for assessing a child's age / stage of development strengths and to highlight any Additional Need (in one or more area). This is ongoing by way of a termly Summative Assessment and a progress check at age 2.

**Our learning environment provides the following opportunities for all children to be included in the setting as a whole:**

- We make appropriate changes to the layout of the room for children with additional needs, as and when appropriate e.g. movement of furniture or apparatus, lighting and positioning of staff etc.
- One-to-one support would be given to children with additional needs to ensure that they will be included in all activities.

**We monitor and evaluate our SEN policy as follows:**

- Our SEN policy and practice will be monitored and evaluated annually.
- All staff will take part in monitoring and evaluating our policy.
- Parents / carers will be offered the opportunity to take part in monitoring and evaluating our policy.

**Complaints about our SEN provision are dealt with as follows:**

- Parents / carers can talk to any member of staff about their concerns or complaints, who will then talk to Marita Pidgeon (Centre Manager) / Carol Wilton (SENCo).

- If difficulties cannot be resolved then the Centre Manager (Marita Pidgeon) and the Chairperson of our Trustees (Sandra Benwell) will intercede. If the matter is still proving contentious, then a full committee meeting will be called.
- Each conversation or meeting is documented in a folder which deals with concerns and complaints.
- Independent advice and support is available from
- [www.plymouthparentpartnership.org.uk/](http://www.plymouthparentpartnership.org.uk/) [parentpartnership@plymouth.gov.uk](mailto:parentpartnership@plymouth.gov.uk)  
<tel:258933> or 0800 9531131
- All concerns / complaints will be fed back to OFSTED.

### **SEN Training:**

- We undertake to allow the SENCo time to attend termly courses, to enable us to meet the Registration Criteria amount of training.
- The SENCo will be given relevant time i.e. during our weekly staff meeting, for the cascading of information.
- The Centre will release the SENCo on alternate weeks to devote time to additional needs work.
- Where applicable all staff will be allowed the opportunity to receive training in this area, to enhance their already ongoing professional development.

### **Partnership with Parents:**

We place great importance on developing relationships with our parents / carers and regard them highly as partners in their child's learning. If we feel their child is having difficulties, we will discuss this with them, and gain their agreement before we involve any outside professional advice. Our aim is to include parents / carers in any decision making in relation to the educational provision and arrangements to meet the child's individual needs, and keep them informed about their child's progress.

We are committed to supporting the whole family at all times.

### **Record Keeping procedures:**

Record systems in place meet the legal requirements. All information held is stored securely and accessed by senior members only. Please refer to Information Sharing Policy.

### **Links with schools / other early years settings:**

- When a child moves from / to another setting or school, with parents / carers consent, relevant and timely SEND transfer documents will be completed and sent on / requested, so future planning can take place to ensure the child's needs continue to be met.
- Sensitive and appropriate information sharing will be on-going, with Parents / Carers actively involved, to allow settings to anticipate any reactions to the change.
- Depending on the level of transition (Universal Transition, Transition Plus 1,2 and 3) we will adhere to the planning timeline and personalised action plan set out in Developing Early Years Transitions (Plymouth City Council Services for Children and Young People – January 2011 booklet).
- Through on-going training and networking, settings share ideas and good practice to enable us to build up a bank of information that may come in useful when dealing with all aspects of SEND needs.
- The centre allocates funds for the provision of SEND equipment and through our networking we have the opportunity to share resources with other settings.

### **Links with other support services and other agencies:**

We often work in partnership with outside agencies in order to ensure best practice and most importantly to meet the needs of our children. The following are some of the agencies we have recently been supported by, but are by no means the only ones available to us and our parents / carers:

- Early Years Inclusion Resource Panel
- Advisory Teacher Additional Needs (ATAN)
- Early Years Advisory Teacher (EYAT)
- Children's Speech and Language Service (Speech and Language Therapists (SALT))

- Child Development Centre (CDC)
- Plymouth Parent Partnership Service
- Plymouth Psychology Service (Educational Psychologists (EP))
- Plymouth Portage Service
- Health Visitors (HV)
- Specialist Nurses

**Further information can be found in:**

- 0-25 Special Educational Needs and Disability Code of Practice
- Early Years Guide to SEND Code of Practice 2 September 2014
- <http://www.foundationyears.org.uk/eyfs-statutory-framework/>
- Early Years Service website (307450)
- Plymouth Online Directory (POD) will provide information about the SEND local offer in more detail.
- Common Assessment Framework (CAF 307160)
- [www.plymouth.gov.uk](http://www.plymouth.gov.uk) (where relevant and up to date forms can be downloaded for referrals etc)
- [www.plymouthparentpartnership.org.uk/](http://www.plymouthparentpartnership.org.uk/) [parentpartnership@plymouth.gov.uk](mailto:parentpartnership@plymouth.gov.uk)  
<tel:258933> or 0800 9531131
- Children's Speech and Language Service (0845 155 8083)
- Infant Mental Health (435125)
- <http://www.plymouth.gov.uk/schooladmin.htm>
- EYFS Statutory Framework 2014
- Equality Act 2010
- Children and Families Act 2014

We are all different, but we are all equal and if we work as a team = Together  
Everyone Achieves More.

This Policy was adopted at a meeting of The Board of Trustees at Pelican Children's Centre

Held  
on.....

Date to be  
reviewed.....

Signed on behalf of the board of  
trustees.....

Name of  
signatory.....

Role within the  
centre.....