

## **IDENTIFICATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES COORDINATOR (SENDCO) – Mary-Ann Glass**

### **Equality Act 2010**

Dilton Marsh Pre-school works in accordance with the DDA to ensure that disabled children are not discriminated against.

The DDA defines disability as:-

*“a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to perform normal day-to-day activities”*

### **Aim**

It is our aim at Dilton Marsh Pre-school that all children with Special Educational Needs and Disabilities (SEND) take part in all activities with their peers, so far as is practical and in keeping with the efficient education of other children and the effective use of resources.

We aim to allow each child, including SEND children, to develop and progress to their full capability and potential. As far as possible SEND children will work supported within the setting and therefore will have full access to all equipment provided in an atmosphere of warmth and encouragement. All children will be valued and their self esteem developed.

### **Methods**

#### **Identification of Children with Special Needs and disabilities**

It is necessary to identify, as early as possible, any special needs that a child may have. The Code of Practice for Special Needs will be adhered to by the staff at Dilton Marsh Pre-school.

#### **Pre-school Children**

Any children with SEND will be identified by contact with parents/guardians and if necessary a meeting will be arranged between the SENDCO, parents and any other agencies that would be of help. This meeting will be informal and will promote the Pre-school as a caring, friendly and approachable establishment.

#### **Arrangements of How Provision is Coordinated at ‘SEND support’**

1. Where there is obvious concern about the child the parents/guardians will be consulted at the earliest opportunity.
2. Our open door policy also gives parents to opportunity to discuss any concerns that they may have, even if the pre-school has not identified a need.
3. A written record of parental visits and concerns will be kept by the SENDCO with the child’s records. As a matter of course all children who have SEND will be reviewed each term by the SENDCO, this will include parental consultation. As suggested by the Code of Practice, a graduated response will be followed:
  - a. The SENDCO will work out ways in which the session can be better adapted to cater for a child with problems. All planning should take into account the level and focus for special needs children.
  - b. Where a child has been identified as having special needs, a SEND file will be kept – this file is confidential, containing regular observations, Individual Education Plans (IEP’s) and any target sets. This will be kept under constant review with regular discussions with the SENDCO, other practitioners in the setting and parents to see whether further action is warranted.

## **Referral**

When the first stages of the identification procedures have been completed and a review has taken place, if it is considered this intervention has not enabled the child to make adequate progress the SENDCO may need to make additional interventions.

## **Triggers for SEND support**

The triggers for intervention through *Early Years Action* could be the practitioner's or parents concerns about a child who despite receiving appropriate early education experiences:

- a. Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified areas of weakness.
- b. Continues working at levels significantly below those expected for children of similar age in certain areas.
- c. Presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the setting.
- d. Has sensory or physical problems, and continues to make little or no progress despite the provisions of personal aids and equipment.
- e. Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

## **My Plans**

1. These will include information about short term targets set for the child, how teaching strategies and provisions are to be put in place, when the plan will be reviewed and the outcome of the action taken.
2. My Plans will only record what is additional to or different from the curriculum plan that is normally in place.
3. My Plans will be discussed regularly with parents.

## **SEND support**

A request for intervention from external services will take place following a decision taken by the SENDCO and other colleagues with the parents. The consultation will review the parents and whether there is a need for major information and advice about the child, which can be provided by specialists.

## **Triggers for SEND support**

Referral for seeking help from outside agencies will be that: despite the child receiving an individualised programme and/or concentrated support the child:

- a. Continues to make little or no progress in specific areas over a long period.
- b. Continues working at an early years curriculum substantially below that of children similar age.
- c. Has emotional behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme.
- d. Has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from specialist services.
- e. Has ongoing communication or interaction difficulties that impede the development of social relationships and causes substantial barriers to learning.

## **Physical / Medical Problems**

1. These will be discussed with the SENDCO, parents and specialists. If there are speech problems then referral may be made to the speech therapist at the Health Clinic by the SENDCO or specialist.
2. Hearing problems will be referred to the audiometrician.
3. Appropriate help in the setting will be sought for these children and "The Physical and Sensory Impairment Support Service" is also available for support and guidance.

**Resources**

It is essential that appropriate resources should be provided for SEND children. As far as is financially possible material will be purchased from the group's budget. An alternative source of material may be loaned from Wiltshire's Learning Support Service based at Trowbridge.

**Evaluation of Success Policy**

1. All children who have SENDs are speedily identified, assessed and supported by the setting.
2. The staff are able to fulfil their role successfully as practitioners of Special Needs Children.
3. The records are kept up to date.
4. Parents and children are involved with setting and achieving targets.
5. Pupils will make progress.

**SEND Training**

Practitioners are encouraged to take advantage of all relevant courses offered. Particular training needs will be closely related to the relevant member of staff.

*This policy was adopted at a meeting of the pre-school held on (date).....*

*Signed on behalf of the pre-school.....*

