



Guidance to support production or review of a SEND/ Inclusion Policy (for Early Years Settings)

Purpose of the guidance

The purpose of this guidance is to support you in the production and/or review of your setting SEND/Inclusion Policy. The guidance has clear sub sections containing questions in each for you to consider. The bullet points give examples of the type of statements that you could use to support answers to some of the questions. Ultimately, your own policy should be personalised to reflect the **aims and practice that are specific to your setting** and **contain arrangements within the Local Authority (LA)** in order to support the inclusion of children with SEN and disabilities.

Special Educational Needs and Disability (SEND) – Children and Families Act 2014

The Children and Families Act 2014 has placed a requirement on local authorities to publish information on services and provision across education, health, social care and transport for children and young people (aged 0 – 25 years) with special educational needs and disabilities. This is called the Local Offer. The purpose of which is to enable parents, carers and young people to find services that are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our setting's offer and demonstrates how we provide for children with special educational needs and disabilities.

We provide information on our areas of experience and training in Special Educational Needs and Disability (SEND Provision) on the Hounslow Family Services Directory within the Hounslow Local Offer.

Aims
Have you begun with a short summary statement about the beliefs shared by the manager and all staff in relation to pupils with special educational needs and disabilities (SEND)?
Have you made reference to the DfE and DoH The Special Educational Needs Code of Practice 0 – 25 years (2015)?
Have you made reference to the DfE Statutory Framework for Early Years Foundation Stage (2021)?
Have you made reference to the Equality Act (2010) and the requirements for making

reasonable adjustments to ensure accessibility to your setting?

How will you offer an education service to all children including those with SEN and/or disabilities?

How will you develop partnership with parents?

Have you cross-referenced with your Parental Involvement Policy?

How will you ensure that the entitlement for children with SEND of access to a broad, balanced, relevant and differentiated curriculum is adhered to?

- We provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential.
- We ensure our provision is inclusive to all children with special educational needs.
- We have regard for the DfE and DoH The Special Educational Needs Code of Practice 0 – 25 years (2015).
- We comply with the Statutory Framework for Early Years Foundation Stage (2021).
- We comply with the Equality Act (2010).
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We are committed to working closely with parents and/or carers who are fully involved in all decisions that affect their child's education.
- We support parents and/or carers and children with special educational needs.
- We work in partnership with parents and/or carers and other agencies in meeting individual children's needs.
- All children have a right of full access to early years education through The Early Years Foundation Stage.
- All children have a right to expect to learn in a caring and considerate environment where staff and the children are all valued for their contributions.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.

Named Special Educational Needs Co-ordinator (SENCO)

Do you have an appointed, setting based Special Educational Needs Co-ordinator?

Have you named the SENCO?

Have you outlined the responsibilities of the SENCO?

It is expected that all settings identify a have a Special Educational Needs Co-ordinator.

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents/carers.
- Our SENCO is
- They have completed specific SENCO training and also attend relevant forums and training to keep up to date on issues relating to inclusion and SEND.
- Our SENCO
 - Works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our SEND Policy
 - Co-ordinates provision for children with special educational needs within our setting
 - Offers support for parents / carers
 - Supports staff development
 - Liaises with other professionals / agencies
 - Ensures appropriate records are kept
 - Assists staff in making observations and assessments
 - Assists staff in planning for children with special educational needs
 - Works in partnership with the London Borough of Hounslow Early Years SEN Team to develop inclusive practice within our setting
 - Seeks advice and practical support from the Early Years SEN Team to support with appropriate next steps for children on the SEND Support Register
 - Contacts our Early Years SEN Advisory Teacher at an early stage for informal advice and support

Inclusion Arrangements

How do you ensure that all children receive an equal entitlement and are included according to their needs?

How is consideration given to the education of all children in terms of the efficient and effective use of available resources?

- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

Admissions Arrangements

Have you cross-referenced to general admissions documentation including arrangements for funded children?

How do you ensure that all children are welcomed (equal opportunities)?

How do you ensure individual needs are considered?

Do you consult with parents and/or carers prior to admission (this can be cross-referenced to your Settling-in Policy)?

Do you have flexibility in settling in procedures to meet SEND?

Do you have flexibility to ensure the setting is ready to successfully include the child?

- We ensure that our inclusive admissions practice embraces equality of access and opportunity.
- Our admissions form contains detailed sections/questions specifically on special educational needs and disabilities so that additional need/support is identified as early as possible.
- We encourage parents and/or carers of children with particular needs to approach our SENCO for more information and discuss how their child's needs can be met.
- For a child with complex needs (physical and/or medical) a risk assessment/care plan, additional training for staff and/or specialist equipment may be required before a start date at the setting can be agreed. **(This can be read in conjunction with your Adminstrating Medication and, if applicable, Children with Allergies Procedures).**

Access for adults and children with a disability

Have you set out your own arrangements according to your situation e.g. wheelchair access, disabled access via main door, handrails in toilets, setting on one level, explain the limitations etc.?

Facilities

- The specific arrangements and available facilities at the setting which enable access for disabled children and adults in the local community.
- Access to premise facilities.
- *Adaptations*
- Reasonable adjustments/adaptations will be made, where appropriate, in accordance with the requirements of the Equality Act (2010).

Partnership with Parents

Is value given to parental knowledge?

How is information exchanged: verbal, written, sharing records? (This could be cross-referenced with Information Sharing and Record Keeping Procedures).

Do you have facilities for meetings that are quiet with respect and privacy?

Do you have information and support for parents in community languages?

What is the nature of contact: regularity, formal/informal?

- We work closely with parents/carers of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their children's education.
- We work in partnership with parents/carers and other agencies in meeting individual children's needs.
- We consult with parents/carers at every level of intervention.
- We discuss with parents/carers how they can support their child's progress at home.
- We will explain procedures to parents/carers in order to develop a close working relationship.
- We provide parents/carers with information on sources of independent advice and support e.g. The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) / Independent Parental Special Education Advice www.ipsea.org.uk / Contact a Family SEN Advice Service (0808 808 3555).

Confidentiality

Have you stated where records will be kept? (This could be cross-referenced with Information Sharing and Record Keeping Policy).

Has staff signed confidentiality agreement? (This could be cross-referenced with Confidentiality Policy).

- We will respect parent's/carer's rights to confidentiality when supporting children with special educational needs.
- We will always discuss any possible referrals to other services with parents/carers to seek their agreement before we make such referrals.
- All meetings with parents/carers other than the normal parent staff contact will take place in private.
- All our staff will need to be aware of any targets agreed for a child as they are all likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the setting Manager, SENCO or parent/carer.

Staffing and Training

Have you clearly stated your commitment to providing training and development to staff to support SEN/Inclusion?

Has the setting SENCO attended Hounslow SENCO training?

Does the setting SENCO regularly attend relevant training?

Do you have staff with any specific qualifications and/or training in SEN and/or disabilities? What experience does the setting have of working with children with SEN and/or disabilities?

Have you described the induction of new staff with regard to SEN?

- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer (list any examples that staff have training and/or experience of using e.g. Makaton, PECS, Intensive Interaction etc.).
- We attend training provided by the London Borough of Hounslow to support the development of our SEND provision.

Curriculum, Resources and Learning Environment

Have you made reference to access to government curriculum guidance e.g. The Early Years Foundation Stage Statutory Framework (2021)?

How do you make adaptation(s) to meet individual needs?

What resources/specialist equipment do you have in the setting to support individual learning needs?

Flexibility in use of toys/equipment to ensure that individual needs are being met

Have you made reference to how you differentiate activities and the environment so all children can take part?

Have you made reference to how inclusion is incorporated in the daily planning?

Have you made reference to how your setting maintains high aspirations and outcomes for all children underpinned by a good understanding of child development?

- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- Activities are planned and resources adapted and varied to meet a range of needs.

Identification and Assessment

What are your procedures for identifying, assessing, recording and reviewing?

Have you made reference to the importance of early identification?

Have you made reference to the EYFS two year old progress check?

Have you demonstrated regard to the graduated approach as policy and procedures?

Are parents kept informed / involved at all times?

- We use the Development Matters non statutory curriculum guidance for the Early Years Foundation Stage and/or the Birth to 5 Matters non statutory guidance for the Early Years Foundation Stage to support initial identification of SEND.
- We use a range of assessment tools to support early identification of SEND.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.
- 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.
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
- We ensure that all staff are aware of the SEND Policy and the procedures for identifying, assessing and making provision for children with special educational needs.
- We undertake a progress check at the age of 2 which supplies parents/carers with a short summary of their child's development and is an opportunity to discuss any areas of concern in development.

The Graduated Approach

The Graduated Approach as outlined in The SEND Code of Practice 0 – 25 years (January 2015):

Below is the SEN Support that we provide for identifying and supporting children with SEN or disabilities within our setting:

Assess

- We use initial observations and assessments from staff, information received from external resources and/or parental concern to support early identification.
- We use on-going observational assessments linked to the Early Years Outcomes/EYFS Development Matters/ Birth to 5 Matters to support early identification of needs.
- We use a range of additional assessment tools to contribute to early identification.

Plan

- We use targeted plans to agree targets, interventions and support for a child identified with special educational needs with a child-centred focus and outcomes underpinning and informing the content of the plan.
- The SENCO will liaise with the child's parents/carers, together with the child and external agencies, if appropriate, in planning new targets.
- We encourage parents/carers to attend targeted plan meetings.

Do

- The Key Person will be responsible for working with the child on a daily basis.
- Our SENCO will support and oversee implementation of targeted plans.

Review

- The SENCO will organise review meetings with parents/carers, Key Person and external professionals to monitor progress.

Requesting an EHC needs assessment

- If a child is not making expected progress, we will discuss requesting an EHC needs assessment in consultation with the parents/carers and outside professionals.
- The Local Authority (LA) considers the need for an EHC needs assessment via an EHC Panel, and if appropriate a multi-disciplinary assessment will be made.
- Where the Local Authority decides to carry out an EHC needs assessment it will seek information from us about the child's needs.

Education, Health & Care Plan (EHC Plan)

- EHC Plans will be reviewed at least every three to six months to ensure that provision continues to be appropriate.

Links with Support Services and other Agencies

Do you have a recent and relevant list of available support services? (This could be cross-referenced with Working with Outside Agencies Procedures which may also describe arrangements for parents/carers wishing to employ support workers directly).

Agencies presently used are:

- The Early Years SEN Team (EY SEN Advisory Teachers & EY SEN Specialist Practitioners)
- Health Visitors
- Speech and Language Therapy Service
- Physiotherapy Service
- Occupational Therapy Service
- Child Development Clinic (Community Paediatricians)
- Local Children's Centre Staff
- Advisors for visual and/or hearing impairments
- We have a knowledge of local services e.g. Family Information Service & The Hounslow Local Offer

Links with Support Services and other Agencies

Have you clearly stated the way in which the setting accesses support?

What procedures are adopted by the setting for liaison with the agencies with parental consent?

How are parents made aware of the relevant information e.g. notice board, SENCO?

- We work in partnership with parents and other agencies in meeting individual children's needs.
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and others.

London Borough of Hounslow Arrangements

Have you made reference to support offered by the Early Years SEN Team?

We access support from the London Borough of Hounslow Early Years SEN Team through:

- Training on SEN / Inclusion via Early Years and Childcare Service Training Calendar
- Training on SEN / Inclusion directly via the Early Years SEN Team
- Four sessions of Hounslow SENCO training
- Attendance at termly SENCO Forums
- SEND Planning & Review meetings through visits or cluster meetings
- Forms and document templates provided by the Early Years SEN Team
- SEND Support Register Update meetings
- SENCO Support meetings
- General advice and support on emergency queries

Additional Funding Stream - SEN Inclusion Funding

Have you made reference to the availability of SEN Inclusion Funding to support inclusion?

- A delegated inclusion budget for SEND is provided by Hounslow Local Authority.
- SEN Inclusion Funding is a means of enabling settings to provide early intervention and promote inclusion for children identified with special educational needs and disabilities.
- Requests for SEN Inclusion Funding are made by the early years provider.
- Information on SEN Inclusion Funding can be found on the Hounslow Local Offer.

Additional Funding Stream – Disability Access Fund

Have you made reference to the availability of the Disability Access Fund and who may be eligible?

Have you made reference to how the Disability Access Fund is paid?

Have you made reference to how the Disability Access Fund may be applied for?

- The Disability Access Fund (DAF) is financial support in early years settings for three-to four-year-olds with special educational needs or disabilities.
- It is available to children of three and four years of age who are in receipt of child Disability Living Allowance (DLA) and the universal free early education entitlement.
- £800 is paid once, annually, for each eligible child.
- If the child uses more than one early years provider, the parent must choose which

provider gets the funding.

- If the child moves setting in the same financial year, the fund will stay with the designated early years provider, and the child will not be eligible for a new payment until the next financial year.
- Information on DAF can be found on the Hounslow Local Offer.

For each eligible child, parents will need to:

- fill out a DAF Parent Declaration Form provided by the early years provider.
- share a copy of the Disability Living Allowance (DLA) letter.
- The early years provider will then notify the Local Authority of the child's eligibility via the Provider Portal.

Transition Procedures

How do you support room transitions?

How do you support transition to next placement and what are systems for information being transferred to the child's next placement? (This could be cross-referenced with Transferring Records to School Procedures).

What are the arrangements to support transition for a child on the SEND Support Register?

As part of good practice for transition and as stated in the SEND Code of Practice 0-25 years (January 2015 Para 5.47 Page 88):

*'SEN Support should include planning and preparing for transition before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. **The current setting should agree with the parents the information to be shared as part of the planning process.***

- Supporting the transition of a child with additional needs from the current placement to a new placement is an important part of the work of the setting SENCO.
- Successful transition for a child with additional needs means that they can be appropriately supported immediately upon starting at their new setting/school and will enable them to continue learning as effectively as possible.
- Agreement to share information with next placement is discussed and obtained with parents/carers. We discuss with parents the reasons for sharing information, what will be shared, how and with whom.
- We hold a transition meeting at the setting in the term before transition takes place and invite parents/carers and next placement.
- In partnership with parents/carers and next placement, we share relevant information such as the child's areas of need, strengths and EYFS Development Matters and/or Birth to 5

Matters information in the prime areas of learning and development. We also share the stage of SEN Support, assessment information (within the setting as well as from relevant outside agencies), targeted plans including strategies and interventions and information on additional funding.

- Relevant paperwork is sent to next placement.
- We liaise with the child's next placement and invite them to visit our setting to familiarise themselves with, and observe, the child and to share information in partnership with parents.

Complaints Procedure

**Who do parents approach if they have any issues e.g. Key Person, SENCO or Manager?
Have you cross-referenced with complaints procedure?**

- We provide a complaints procedure.

Monitoring the Policy

Who is responsible for monitoring the policy?

How will you monitor and evaluate the effectiveness of the policy?

- We monitor and review our policy annually.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

This policy was adopted at a meeting of _____ name of setting

Held on _____ (date)

Date to be reviewed _____ (date)

Practitioners/other relevant persons
involved in creating/reviewing policy

Name of signatory

Role of signatory (e.g. chair/owner)

Extracts taken from:

- Policies for Early Years Settings Pre School Alliance

Further guidance:

- Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 years (DfE & DoH 2015))
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Equality Act (2010)
- Early Years Foundation Stage Statutory Framework (DfE 2021)
- Working Together to Safeguard Children (DfE 2022)

Other useful Pre-school Learning Alliance publications:

- SEND Code of Practice for the Early Years (2015)
- The Role of the Early Years Special Educational Needs Co-ordinator (SENCO) (2022)