47. SPECIAL EDUCATIONAL NEEDS & INCLUSION

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 SEND Local Offer.

Aim

At ASK, we provide an environment in which all children, including those with Special Educational Needs (SEN) and disabilities, are supported to reach their full potential.

- 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 ASK is inclusive to all children with special educational needs.
- We have regard for the Department for Education and Department of Health, 'The Special Educational Needs Code of Practice 0-25 years (2015)'.
- We comply with the Statutory Framework for Early Years Foundation Stage (2025).
- We comply with the Equality Act (2010).
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We are committed to the early identification of children with special educational needs.
- We are committed to working closely with parents/carers who are fully involved in all decisions that affect their child's education. (Please refer to: 47. Partnership with Parents Policy)
- We support parents/carers and children with special educational needs.
- We discuss with parents/carers how they can support their child's progress at home.
- We work in partnership with parents/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.

Objectives

Named Special Educational Needs Co-ordinator (SENCO)

It is a requirement for all settings who are registered for the Early Education Entitlement to have an appointed, setting based Special Educational Needs Co-ordinator.

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give their name to parents/carers.
- Our setting based SENCO is **DANIELLE STEWART**
- She has completed specific SENCO training and attends relevant training to keep up to date on issues relating to inclusion and SEND.
- Our SENCO
    - works closely with our members of staff and has responsibility for the day-to-day operation of our SEND Policy;
    - co-ordinates provision for children with special educational needs within ASK;
    - offers support for parents/carers;
    - supports staff development;
    - liaises with other professionals/agencies;
    - ensures appropriate records are kept;
    - assists members of staff in making observations and assessments;
    - assists members of staff in planning for children with special educational needs;
    - works in partnership with the London Borough of Hounslow Early Years Education Team to develop inclusive practice within our setting; and
    - seeks advice and practical support from the Early Years Education Team.

- Our Early Years SEN Advisory Teacher is **GEMMA PROUDIAN**.

Inclusion

We ensure that the provision for children with special educational needs is the responsibility of all members of staff at ASK.

Admissions

Our inclusive admissions practice ensures equality of access and opportunity. At ASK we welcome all children whatever their individual needs and abilities and make every reasonable adjustment to accommodate those individual needs. We will consult with parents/carers prior to admission, and we have a flexible approach to the settling in process. Please see our admissions policy for further details.

- We ensure that our inclusive admissions practice embraces equality of access and opportunity.
- Our Registration 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/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) and/or a risk assessment/care plan, additional training for members of staff and/or specialist equipment may be required before a start date at ASK can be agreed.
- All members of staff will follow our policy 19. Administering Medicines.

Access for adults and children with a disability

Facilities

- The specific arrangements and available facilities at ASK enable access for disabled children and adults in the local community.
- All Saints' Church undertook a building project of adaptation to allow wheelchair access to the church and its facilities and to install a disabled toilet.
- Further reasonable adjustments/adaptations may be made, where appropriate, in accordance with the requirements of the Equality Act (2010).

Partnership with parents

- 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, such as:
  - The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) — information available on Hounslow Local Offer
  - Independent Parental Special Education Advice (www.ipsea.org.uk)
  - Contact a Family SEN Advice Service (020 8571 6381)

Confidentiality

- 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 members of 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 members of 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, the SENCO, or the parent/carer.

Staffing and Training

- Our SENCO has attended Hounslow SENCO training.
- Our SENCO regularly attends relevant training.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism ASK has to offer e.g. Makaton, PECS, Intensive Interaction etc.

- We attend training by the London Borough of Hounslow to support the development of our SEND provision.

Curriculum, Resources and Learning Environment

- 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

- We use initial observations and assessments from members of staff, information received from external resources, and/or parents/carers concerns to support early identification.
- We use the Development Matters non statutory curriculum guidance for the Early Years Foundation Stage and 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 use the graduated response system outlined in the SEN Code of Practice for identifying, assessing and responding to children's Special Educational Needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, 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 members of staff are aware of the SEN 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 the child’s development.

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 ASK:

Assess

- We use initial observations and assessments from members of staff, information received from external resources and/or parental concern to support early identification.
- We use on-going observational assessments linked to the EYFS Development Matters/Birth to 5 Matters to support early identification of needs.

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 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

- Agencies presently used are:

- The Early Years Education Team
- 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

- We work in partnership with parents/carers 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/carers 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

- We access support from the London Borough of Hounslow Early Years Education Team through:
  - training Calendar;
  - Hounslow SENCO training;
  - attendance at termly Provider Forums; and
  - general advice and support.

SEN Inclusion Funding

- A delegated inclusion budget for SEND is provided by Hounslow Local Authority.
- Notional funding is provided to support ordinarily available provision and to promote inclusive practice.
- Requests for SEN Inclusion Funding are made by the early years provider.
- Information on SEN Inclusion Funding can be found on the Hounslow SEND Local Offer.

Disability Access Fund

- 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.
- 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 SEND Local Offer.

For each eligible child, parents will need to:

- fill out a DAF Parent Declaration Form provided by ASK.
- 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.

Hounslow Local Offer

Local Offer is a service portal offered by London Borough of Hounslow that provides support, information and advice to parents and families with children and young people aged 0-25 with special educational needs and disabilities (SEND).

The intention of the Local Offer is to improve choice and transparency for families, and information is published as part of the SEND reforms under the Children and Families Act 2014.

The local offer should:

- give information about education, health and family support services;
- give information about leisure activities and support groups;
- hold information in one place;
- present information in a clear, comprehensive and accessible way;
- make service provision more responsive to local needs and aspiration; and
- be developed and reviewed with service users and service providers.

Who is Hounslow Local Offer for?

- Children and young people with SEN and/or disabilities.
- Parents and carers.

- Practitioners and professionals.

Hounslow Local Offer

Transition Procedures

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 the 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 ASK in the term before transition takes place, and we invite parents/carers and the next placement.
- In partnership with parents/carers and the 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 the next placement.
- We liaise with the child's next placement and invite them to visit ASK to familiarise themselves with, and observe, the child and to share information in partnership with parents/carers.

Complaints Procedure

- We provide a complaints procedure.

Monitoring the Policy

- We monitor and review our policy at least annually.
- We monitor and review our policy, practice, and provision and, if necessary, make adjustments.
- We ensure the effectiveness of our special educational needs and 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 at least annually.

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 2023)
- Working Together to Safeguard Children (DfE 2022)

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Signatory:	Mark Stewart
Role of Signatory:	Owner & Ofsted Registered Provider