Royal Borough of Greenwich SEND policy for early years providers

Requirements for early years providers

The Early Years Foundation Stage (EYFS) Framework requires all early year's providers to have arrangements in place to support children with SEN or disabilities and provide parents with information on this.

Settings must promote equality of opportunity for children in their care and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice. The EYFS also states that maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers in group provision are expected to do so.

Basic SEND Policy Framework for PVI settings

The Special Educational Needs and Disability (SEND) Code of Practice builds on the EYFS Framework and sets out that all providers must have:

- arrangements in place to support children with SEN or disabilities
- a clear policy on identifying and responding to children with SEN, with early identification a priority.

Advice to schools and private, voluntary and independent settings on updating their SEND policy

(Adapted from Nasen help sheet: updating SEN policy for schools 2014)

1.1 Key requirements for updating your SEN policy in line with SEND code of practice
- The SEN Policy must reflect the statutory requirements and the actual practice of the setting/school.
- The guidance that determines what must be included in the special educational needs policy can be found in The Special Educational Needs and Disability Regulations.

- It must reflect your setting/school's individuality in the contents of the policy. This should be done by including, the approaches, staffing and actual practice that occurs in the setting/school.
- The policy should not be a series of aspirations but should reflect what parents can expect their children to receive.
- The policy must be made available to all parents who request a copy.
- It is important that all staff, owners, committees, families, children and young people are involved and engaged in this process so that they feel part of the provision that the setting/school offers to pupils with special educational needs.

1.2 Compliance

Every early year setting needs a written SEND policy. Although maintained settings are required to by law to have a policy as described in Improving Outcomes- high aspirations and expectations for children with SEN on page 68 of the Special Educational Needs and Disability Code of Practice 0 to 25 years

All other early years settings in receipt of government funding are required [by Early education and childcare Statutory guidance for local authorities April 2023- see below](#)

Part d: Legal annex and other relevant information

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Special Educational Needs

Local authorities must ensure that all providers in the maintained and private, voluntary, and independent sectors that they fund to the free entitlements are aware of the requirement on them to have regard to the Special Educational Needs and Disability Code of Practice: 0-25.

Section 1: front page

Requirements
- Name and contact details of your SENCO or person responsible for managing your settings response to the provision you make for children and young people with SEN
- Your own setting/school beliefs and values around SEN including the belief that every practitioner is an educator of every child or young person including those with SEN

You may also want to add:
- How your policy was developed, who you consulted and how it was shared with your stakeholders, including parents, families and that it reflects the SEND Code of Practice, 0-25 guidance
- Contextual information about your school/setting in line with other school/setting policies you have.

Section 2

1. AIM (The longer view)

- State the purpose of your school/setting approach to SEN; what do you want for your pupils? e.g. raising the aspirations of/ expectations for all pupils with SEN, your

school/setting provides a focus on outcomes for children and young people and not just hours of provision/support.

2. Objective (How are you going to do it?)

Possible objectives:
- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school/setting" approach to the management and provision of support for special educational needs
- To commit to delivering and SEN inclusion policy coordinated by the Special Educational Needs Co-ordinator (SENCO)
- To provide support and advice for all staff working with special educational needs pupils

Section 3: Identifying special educational needs

- Refer to the section in the Code of Practice which describes the 4 broad categories of need:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and /or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is not to fit a pupil into a category but consider the needs of the whole child which will include not just the special educational needs of the child or young person.

- Consider what is not SEN but may impact on progress an attainment:
  - Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
  - Attendance and Punctuality
  - Health and Welfare
  - EAL
  - Being in receipt of Pupil Premium Grant
  - Being a Looked After Child
  - Being a child of Serviceman/woman
  - Remember that identifying behaviour as a need will no longer be an acceptable way of describing SEN but an underlying response to need.

Section 4: A graduated approach to SEN Support

(In this section of your SEN Policy set out the PROCESS by which your setting/school identifies and manages children and young people with SEN)

In recording pupils needs on an SEN record or register your criteria for "entering" a pupil on this record should include:

- What work has to be done before, by whom? (in this section you will need to write about the high-quality teaching in your setting/school and the role of the practitioner/class teacher/subject specialist teacher/ in providing for all children/ pupils. The Code of Practice suggests that children/pupils are only identified as SEN if they do not make expected progress once they have had all the intervention/adjustments and good quality personalised teaching)
- Clearly state that practitioners/ teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
  - Explain that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

'The class or subject teacher should remain responsible for working with the child on a daily basis *. Where the interventions involve group or one to one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.'

(SEND Code of practice 0-25 years, p.101 para 6.52)

*In Private, Voluntary and Independent settings (PVI's) this should be understood to mean the key person is responsible for working with the child on a daily basis, and when the child is worked with by other staff, or practitioner providing 1:1 support (if different) they should still retain responsibility for the child. The keyworker should work closely with any other staff involved, to plan and assess the impact of support and interventions, and how they can be linked to teaching. The SENCO should support the key person in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Describe:
- How your setting/school reviews and monitors attainment of all pupils and the quality of teaching and, where necessary develops practitioners/ teachers' understanding of strategies to identify and support vulnerable pupils.
- How your setting/school decides whether to make special educational provision?
  - Involve the practitioner/ teacher and SENCo
  - Consider all of the information gathered from within the school/ setting about the pupil/ child's progress,
  - Compare with national data and expectations of progress.
  - PVI's- consultation with an Area SENCo.

This should include high quality and accurate formative assessment, using effective tools and early assessment materials.

- Makes arrangements to draw on more specialised assessments from external agencies and professionals (consider a referral to Prospects Early Years Team), for pupils/ children with a higher level of need.
- How the decision made to place pupils on the SEND register? Describe the steps you take as a school/setting in applying the ASSESS – PLAN – DO - REVIEW cycle.
- How parents, families, children and young people are involved in this process?

Section 5: Managing pupils needs on the SEND support register

Principles:
- Consider the PROCESS not the provision
- Remember that this is now a single category of support, SEND SUPPORT, so your school/setting needs to decide how you are going to break down the graduated approach into manageable chunks understood by everyone. (This is your opportunity to be innovative in your approach as there is no specific guidance on this) *.

*Although locally Private, Voluntary and Independent settings (PVI's) will have some guidance for their use.

Key considerations:
- What cycle/system for assessing/planning/delivering, reviewing and recording provision do you use?
  - Early Years PLP's /IEP/Provision Maps/Person Centred Plans are only effective if they are living records which tell us:
    - Exactly what needs have been identified,
    - How to remove key barriers to learning effectively i.e. What works; the clear outcomes to be achieved within an agreed time frame.
    - Who is responsible for maintaining an updating the record/plan?
    - Who keeps this up to date?

Is this a good point to start building a Greenwich profile on the child?

- How often is it reviewed and how does it feed into pupil progress meetings?
- How is the level of provision decided? (This may be a good place to write about your school/setting contribution to the Local Offer – you can include this in an appendix
- If your school/setting identify you are unable to fully meet the needs of a pupil through your own provision arrangements, refer to:

Schools

[Support available in Greenwich mainstream schools for children with SEN/disabilities without an Education Health and Care Plan (EHCP).](#)

Early Years providers-

[Royal Greenwich Children's Services Early Years SEN Inclusion Fund & Disability Access Fund (DAF) Guidance and Information](#)

Private, Voluntary and Independent settings (PVI's) should refer to Early Years Inclusion Service.

(Information on support and guidance can be found on the [Early Years Inclusion Service Local Offer pages](#))

- Explain the process for engaging additional support/engaging specialist services. Who monitors this? When and how are parents/families/children and young people involved? (Refer to RGB local offer)
- If the school/setting identify that additional funding and support are needed from the local authority, describe what this process looks like. Where do you find your information? Who needs to be involved?
- What referral documentation do you need to complete?
- How are pupils and parents involved?

Section 6: Criteria for exiting the SEND register

- Do you have a process for this in your setting /school?
- In this section set out what else does your setting/ school do to support pupils with SEN? (If not already covered in your policy)

Section 7: Supporting pupils and their families

- Provide a link for parents/pupils towards the LA local offer: [Royal Greenwich Local Offer](#)
- Links with other agencies to support the family and pupil.
- What are your admission arrangements and where can they be found? (link to your school/setting policy)
- Transition – from room to room and to another setting/ school.

Section 8: Supporting pupils at school/ setting with medical conditions

- The school/ setting recognises that pupils/ children at school with medical conditions should be properly supported so that they have full access to education, including trips and outside play.
  - Some children with medical conditions may be disabled and where this is the case the school/ setting will comply with its duties under the Equality Act 2010.
  - Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan.

Section 9: Monitoring and evaluation of SEND

Refer here to the schools practice in regularly and carefully monitoring and evaluating the quality of provision you offer all children/pupils explaining the active process of continual review and improvement of provision for all pupils

- How do you do this? Regular audits, sampling of parent views, pupils' views, staff views?
- Role of the owners, company, or committee members?

Section 10: Training and resources

- How is SEN funded?
- How are the training needs of staff identified and planned?
- SEND staff induction process or Good Practise guide in PVI's
- Attendance at the LAs Consultation forum network meetings/ Group Care Networks in order to keep up to date with local land national updates in SEND.
- Link to [Bespoke training offer by the Early Years Inclusion Service for SEND in settings](#)

[PVI Training request form for settings](#)

Section 11: Roles and responsibilities

- Role of SEN Committee Member/Governor
- Role of SEN Practitioner providing 1:1 support/Teaching Assistants – name of line manager
- Name of Designated Person/Teacher with specific Safeguarding responsibility
- Name member of staff responsible for managing PPG/LAC funding
- Name of member of staff responsible for managing the setting/school's responsibility for meeting the medical needs of pupils.
- Name of the Area SENCo providing support to the setting.

Section 12: Storing and managing information

- Detail here how documents are stored. This will probably sit in line with a school policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where etc.) and your confidentiality policy.

Section 13: Reviewing the policy

- Detail here how you keep policy under review at setting/school.

Section 14: Accessibility

Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all school and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce a written accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

[Accessibility strategy for education settings in the Royal Borough of Greenwich](#)

Greenwich recognises the unique position of some PVI's and continues to seek to improve the accessibility of all settings.

- How does your school identify and remove barriers to learning?

- Describe current targets, strategies, and outcomes of your school's successful accessibility planning approach.
- How does your school increase and promote access for disabled pupils to the school curriculum? This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- How does your school improve access to the physical environment of the school? This covers improvements to the physical environment of the school and physical aids to access education.
- How does your school improve the delivery of written information to disabled pupils? Examples might include hand-outs, timetables, textbooks, and information about school events.
- How can parents and carers contact key staff? Want are the protocols in your school? Do you have a specific time of day/week where there is open access?

Section 15: Dealing with complaints

- Detail here the link to the setting/school comments, compliments and complaints policies and procedures.
- Are there any specific arrangements for parents, carers, families and pupils with SENs to make a complaint? If so, what does this look like?
- Do you offer resolution support?

Section 16: Bullying and behaviour

It is generally agreed that the term 'bullying' is inappropriate in relation to the behaviour of very young children. However, the setting/school SEND policy should indicate the following either directly or through reference to the setting/school's Behaviour Policy:

- What steps the setting/school take to ensure that vulnerable children are protected from possible harm (physical or verbal) inflicted by other children and how this will be dealt with if it occurs.
- What steps the setting/school take to reduce the likelihood of children with additional needs causing harm (physical or verbal) to other children and how this will be dealt with if it occurs.

Section 17: Appendices

- You may want to include a reference to or example of a SEND handbook for parents/teacher/support staff if you school provides this
- You may want to consider providing glossary of terms for this policy document, to promote accessibility for all stakeholders.