



Special Educational Needs and Disability Policy

All settings must have a Special Educational Needs (SEN) and Disability Policy; also known as a SEND Policy. This is a duty set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE, DfH, 2015).

This SEND policy explains how Dandelions will identify and support pupils with special educational needs (SEN) and disabilities.

Special Educational Needs and Disability:

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE, DfH, 2015) explains that a pupil has special educational needs (SEN) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; and
- they require special educational provision to be made for them.

There are four main areas of SEND: -

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

A disability is described in law as '*a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.*' (Equality Act, 2010)

More detail about SEN and disability in Dandelions can be found on Dorset's Local Offer, available from: -

<https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/results.page?localofferchannel=0&qt=&term=DT11+8BG&sorttype=distance>

The Government states that "*All children need support to be fully included; some need more support than others.*"

At Dandelions, we share this view. We believe that all children should be included in all aspects of the setting, regardless of gender, race, social group, religion, family background or disability.

We follow the guidelines set out in the Department for Education's (DfE) Code of Practice for Special Educational Needs and guidelines supplied to private and voluntary providers of pre-school and nursery education. We work in accordance with all relevant legislation including:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE, DfH, 2015).
- The Children and Families Act 2014 part 3
- The Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Statutory Framework for the Early Years Foundation Stage (DfE, 2017)
- United Nations Convention Rights of the Child (UNICEF, 1989)

We have identified Special Needs Co-ordinators (SENCo) Tania Williams, Shelley Hitchings and Cress Cooper. The SENCo's have the responsibility for co-ordinating the needs of children with Special Educational Needs & Disability (SEND) by using a variety of methods to enable each child to learn. They will have or be in the process of obtaining special needs qualification and will ensure that they stay up to date with any new initiatives by attending courses and reading relevant articles and documents. The SENCo's are part of Dandelions management team.

Our aims are:

- To provide for the developmental needs of every child
- To ensure that all children with disabilities or learning difficulties are respected and treated as individuals
- To ensure that children with specific difficulties are not discriminated against and that any negative attitudes or remarks made will be challenged and discussed
- To identify any special need as early as possible
- To work in partnership with parents or carers
- To listen to the child's views and ensure they get opportunities to do what they enjoy
- To encourage and celebrate achievements

Examples of specific needs:

- Makes little or no progress in specific areas.
- Learns or develops at a level significantly below that expected of children of a similar age.
- Social, emotional or mental health.
- Sensory, physical or medical needs.
- Communication or speech and language difficulties.
- Difficulty in playing with other children.

We will ensure that any inappropriate attitudes and practices to SEND will be actively challenged and removed. See Dandelions Equal Opportunities policy.

Children with English as an Additional Language:

We have on occasion children from families where English is their additional language at home – Nepalese, German speaking mother or other European countries. All staff need to be aware of their needs by planning opportunities that will meet this diversity.

- Building on child's language knowledge.
- Range of times to engage child in speaking and listening to English.
- Ensuring that other children learn to respect these children.
- Liaise through the SENCo.

Parental involvement:

At Dandelions our aim is always to work in partnership with parents. They know their child best and their wishes, feelings and knowledge are vital to the educational process. At all stages we will share information and any concerns with parents, listen to what they have to say and work together to decide on the best plan of action for their child. Where possible we listen to the child's wants, interests and opinions, using this information as the foundations for our planning and individual next steps.

Admission:

Where a specific need has already been identified we will treat an application to come to Dandelions on equal terms with all other children, provided that we have the appropriate facilities, or are able to obtain extra funding to provide them. Dandelions Pre-School and Out of School Club is wheelchair accessible, but we don't offer a disabled toilet at present. We have a disabled lift within the school.

Identification of needs:

- Each child's Keyworker ensures that regular observations, assessments and records are made of their development.
- Based on this and the knowledge that is built up through regular one to one time, concerns may be highlighted.
- Regular meetings and informal discussions between staff members also ensure any areas of concern are picked up.
- Any concerns will then be discussed with the SENCo, Manager and parents

The graduated approach:

- Assess: Each child is observed regularly to ensure any areas of concern are highlighted at the earliest possible time.
- Plan: from the information gathered strategies and activities are planned to support development. This may include writing an Individual plan or requesting support from outside agencies.
- Do: The Keyworker or SENCo carry out the planned activities and follow the Individual Plan, taking observations throughout to track progress and difficulties.
- Review: A meeting is arranged for parents, SENCo and the child's Keyworker to discuss the progress made and agree on new next steps.

Action:

- Extra activities are provided to encourage development in areas identified.
- All relevant staff are made aware of any specific needs through regular meetings and informal discussions
- On going careful monitoring of development and discussion with parents
- If we remain concerned then an Individual Plan will be written and reviewed regularly.
- If it is felt that more help and support is needed, the SENCo may ask external support services for advice.

Extra support may be provided by:

- Having extra staff – Where a personal assistant on a full or part time basis is considered to be necessary by an outside agency, funding would be sought to provide this. Should they wish to do so, parents are welcome to join us.
- Using extra resources – We have a large range of equipment and most of our resources are designed to meet different needs and levels of skill. However if it is felt that there is specific equipment required to meet an individual's needs that we do not have in the setting, then funding will be sought or the resources loaned from Treats library.
- Adapting presentation of an activity – Where appropriate delivery of activities will be altered. e.g. if a child has a hearing impairment the children could sit in a semi-circle so that it is clear who is involved in a conversation and we would ensure the setting is well lit to aid lip reading.
- Different expectations – We are aware that children develop at different rates and we ensure that when a child needs extra time or support to complete an activity this is given.

Outside Agencies:

Where appropriate we work alongside other professionals and organisations. These could include:

- Health visitor
- Portage
- Speech & language therapist
- Educational psychologist
- Paediatrician
- Occupational therapist
- Behaviour support

We will make contact with specific organisations where this will help, e.g. The Wessex Autistic Society.

All members of staff at Dandelions attend Practical Inclusion training during their first term of employment and can attend additional training in Special Educational Needs as part of their personal development. The SENCo ensures that they are kept up to date with new initiatives and ideas.

Dandelions has separate policies on Equal Opportunities, Behaviour Management, Child Protection and Confidentiality, all of which have links to this SEND policy.

Any parent wishing to complain about the SEND provision should see Dandelions Complaints procedure.

Reviewed November 2014

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Reviewed June 2016

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