

Jack and Jill Pre-school – Special Educational Needs and Disability Procedure

At Jack and Jill Pre-school, we have a named SENCo (Special Educational Needs Co-ordinator) and her name is: **Chelsea Considine**

We have regard for the Special Educational Needs and Disability (SEND) (Department for Education (DfE) and Department of Health and Social Care (DoH) 2015) which states that local authorities must ensure that all early years providers that they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to meet the needs of children with SEND. When securing funded early education for two, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEND; this includes removing barriers that prevent access to early education and working with parents/carers to give each child support to fulfil their potential.

The term SEND support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children's SEND generally falls within the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Graduated approach

Initial identification and support (identifying special educational needs and disabilities)

- On-going formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.
- Children identified as having difficulty with one or more area of development should be given support by applying some simple strategies and resources.
- For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop, an initial record of concern form can be used for this purpose.
- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the Key-carer should raise a concern with the preschool SENCo and manager and the child's parents/carers.

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Observation and assessment of children's SEND

Where a child appears to be behind expected levels, or their progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting.

- Information can be collected from formal checks such as the progress check at age two, observations from parents/carers and observation and assessment by the Pre-school of the child's progress.
- When specialist advice has been sought externally, this is used to help determine whether or not a child has a special educational need (SEND).
- The child's Key-carer and SENCo/Manager use this information to decide the appropriate next steps for a child, i.e. what intervention is necessary and will support the child best.
- If the decision is that the child needs intervention, greater than what the Pre-school ordinarily offers and the parents/carers are not already aware of a concern, then the information is shared with them. Once parents/carers have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.
- The SENCo must get consent from parents/carers prior to their child being observed and assessed by external professionals, i.e. Barnet SEND Advisor.

Planning intervention

- Everyone involved with the child should be given an opportunity to share their views. Parents/carers should be encouraged to share their thoughts on the child's difficulties and be involved in the decision as to what will happen next.
- A first intervention option may be to carry on with applying differentiated support and to review the child's progress at an agreed date. If the child's needs are more complex, then the decision maybe to go straight ahead and prepare SEND support: Action plan with detailed evidence-based interventions being applied straight away and simultaneously external referrals made.
- If relevant, then the child should be appropriately included in development of the action plan but only at a level which reflects their stage of comprehension.
- SEND support: Action plan described below, ensures that children that are identified, or suspected of having a SEND will receive the right level of support and encouragement with their learning and development as early as possible.

Involving the child

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- The SEND Code of Practice (2015) supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children's views may not be easy, a range of strategies will be needed.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The Key-carer and setting Manager/SENCo work in partnership with parents/carers and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of ability.
- Establishing effective communication is essential for the child's involvement.

SEND Support Plan

- The SEND support plan should show what support is required to help achieve outcomes for the child and detail the frequency of these interventions and who will apply them and with what resources.
- A review date (at least termly) should be agreed with the parents/carers so that the child's progress can be reviewed against expected outcomes and next steps agreed.
- A copy of the plan is stored in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
- If a child requires specific medical interventions during their time in the setting, a 'Health Care Plan' form should also be completed and integrated into the general plans to ensure the child's medical needs are known and safely met.
- The action plan should provide an accessible summary of the child's needs, which can be used if further assessment is required including a statutory Education Health, Care and Needs Assessment (EHCNA).

Drawing up a SEN Support Plan

- If external agencies are already involved at this stage, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The SENCo/setting manager should take the lead in coordinating further actions including preparation of the action plan and setting short-term targets.

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- Where there are significant emerging concerns (or an identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
- The SEND support plan, highlights areas in which a child is progressing well; areas in which some additional support might be needed and any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It describes the activities and strategies the provider intends to adopt to address any issues or concerns.
- Planned intervention should be based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
- The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child. Effective planning at this stage should help parents and children express their needs, wishes, and goals:
 - Focus on the child as an individual and not their SEND label
 - Be easy for children to understand and use clear ordinary language and images, rather than professional jargon
 - Highlight the child strengths and capacities
 - Enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
 - Tailor support to the needs of the individual
 - Organise assessments to minimise demands on families
 - Bring together relevant professionals to discuss and agree together the overall approach
- If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help referral should be considered.

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Record keeping

If a child has or is suspected of having a SEND, a dated record should be kept of:

- The initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions). SEND support: Initial record of concern form can also be used for this purpose drawing information from other sources.
- The initial discussion with parents/carers raising the possibility of the child's SEND.
- The views of the parents/carers and other relevant persons including, wherever possible, the child's views.
- The procedures followed with regard to the Code of Practice to meet the child's SEND e.g. SEND learning support plan, referrals to external agencies and for statutory assessment.
- Evidence of the child's progress and any identified barriers to learning.
- Advice from other relevant professionals; and all subsequent meetings with parents/carers and other persons and any subsequent referrals.

Records may include:

- Observation and monitoring sheets
- Expressions of concern
- Risk assessments
- Access audits
- Health care plans (including guidelines for administering medication)
- SEND learning support plans
- Meetings with parents/carers and other agencies
- Additional information from and to outside agencies
- Agreements with parents/carers, i.e. consultation requests
- Guidelines for the use of children's individual equipment; Early Help referrals
- Referral to the local authority identifying a child's special educational needs and request for statutory Education, Health, Care and needs assessment; and a copy of an EHCNA plan.

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Special Educational Needs and Disability Inclusion Funding

If the child's needs cannot be met from within the setting's core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority's SEND inclusion fund (SENIF). If a new or existing child is disabled, then the Pre-school should check if the family is in receipt or have applied for Disability Living Allowance. If so, the Pre-school will be able to apply to their local authority for the local Disability Access Fund (DAF).

Statutory Education, Health, Care and Needs Assessment (EHCNA)

- If a child has not made expected progress, then the next steps may be for the child to undergo an EHCNA.
- If a child is under compulsory school age, the local authority will conduct an EHCNA needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years setting.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHCNA is necessary.
- The local authority should fully involve the parent/carer and must seek advice from the Pre-school in making decisions about undertaking an EHCNA assessment
- Settings should prepare by collating information about the child's SEND including:
 - Documentation on the child's progress in the setting
 - Interventions and support provided to date
 - Evidence of external agency assessment, support and recommendations
 - Parental views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

- The local authority must inform the child's parents/carers of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents/carers are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then inform the parents/carers of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.

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- If the local authority decides that a statutory EHCNA is not necessary, it must notify the parents/carers and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.
- If the decision following an assessment is to complete an EHCNA, the local authority should consult collaboratively with the parents/carers in the preparation of the plan ensuring that their views and their child's preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents/carers have the right to request a particular provision for their child to be named within their EHCNA.
- If an early year's setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHCNA if the setting agrees.
- Local authorities should consider reviewing an EHCNA for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents/carers must be fully consulted on any proposed changes to the EHCNA and made aware of their right to appeal to the tribunal.

External intervention and support

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

Support Documents:

Legislation

Children and Families Act 2014

Health and Care Act 2022

Equality Act 2010

Mental Capacity Act 2005

Children's Act 1989

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Statutory and non-statutory related guidance

SEND Code of Practice 0-25 years (DfE 2015)

Keeping Children Safe in Education (DfE 2023)

Working Together to Safeguard Children (DfE 2018)

Equality and Human Rights Commission (2015)

Barnet Local Offer

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