



BRIGHTON & HOVE

Prep | High | Sixth

GDST
GIRLS' DAY SCHOOL TRUST

BHP POLICY

EARLY YEARS SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

Document Control

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1. PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by Brighton and Hove Prep (Early Years) related to Special Educational Needs.

This policy complies with the statutory requirements laid out in the SEND Code of Practice and has been written with reference to the Equality Act 2010.

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This document is only applicable to the Brighton & Hove Prep Early Years.

2. LIST OF ABBREVIATIONS & MEANINGS

BHP	Brighton & Hove Prep
DDA	Disability Discrimination Act
EHC	Education, Health and Care
EHCP	Education, Health and Care Plan
EY	Early Years
G&T	Gifted & Talented
GDST	Girls' Day School Trust
ILP	Individual Learning Plan
LDA	Learning Disability Assessments
LEA	Local Education Agency
SENDCo	Special Educational Needs and Disabilities Coordinator

May / Should	Advisory
Shall / Must	Mandatory

3. GENERAL REQUIREMENTS

3.1 Introduction

This policy sets out the aims, principles, strategies and provision for children with special educational needs in the Early Years at Brighton and Hove Prep School.

3.2 AIMS

It is the aim of the school to ensure that all children have an equal opportunity to engage in the curriculum and that each child should realise her full potential in a caring, supportive environment. We want our pre-schoolers to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education. Every teacher is a teacher of every child or young person including those with SEND.



3.3 Definition of Special Educational Needs

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for him or her”

3.3.1 Children have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

A child under compulsory school age has special educational needs if he or she is likely to fall within the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them

(Section 20 Children and Families Act 2014).

Identifying and assessing SEND for young children whose first language is not English requires particular care. Staff will look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEND or disability. Difficulties related solely to learning English as an additional language are not SEND.

3.4 Principles

We believe that every child has an equal right to high quality care and education and we value each child as an individual.

We recognise that we will need to consider the individual needs of children when planning our curriculum and aim to provide a curriculum which is accessible to the individual needs of our children.

We recognise that some children will need additional support to ensure access to the whole curriculum. Children requiring this support include those with specific difficulty in accessing the curriculum

We will ensure that the needs of children are identified and assessed and we aim to provide appropriate support strategies. If additional specialist advice and support is necessary, we will contact the appropriate external agencies.

We recognise the vital role of parents in the identification, assessment and response to their children's special educational needs. We will work in true partnership with parents, valuing their views and contributions and keeping them fully involved in their child's education.

3.5 Procedures

Identifying Special Educational Needs:

Parents or other agencies may inform us about a child's development. Staff may also become aware that a child is experiencing difficulties through their observations and monitoring. Many early concerns respond to the general strategies that we use to help children with their learning. If a child does not make progress despite this support, further action is indicated. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage.



Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in 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.

3.6 Graduated approach to SEND support - **Assess-Plan-Do-Review**

3.6.1 Assess

Through observation and EYFS Assessments we plan how to support each child's learning or their 'next steps'. We continue to monitor individual children's progress. We do not assume that all children will develop and learn at the same rate, but make informed judgements as to what is reasonable to expect. If at any time staff have any concerns about a child's development, they are responsible for communicating with the teacher, who will liaise with parents and the Early Years SENDCo

3.6.2 Plan

The teacher and the SENDCo make appropriate arrangements for differentiating the curriculum and providing additional support for the child. If there is inadequate progress a referral to an outside agency may be considered.

Small group activities are planned for some children requiring targeted support to develop early interaction, listening and attention skills, language development and gross motor development. These groups can take place within the classroom or in a quiet setting out of the classroom such as the language room with the teacher or TA for usually a 10-minute session.

For children requiring intensive support, the teacher or teaching assistant may support the child within their classroom with everyday play, communication, interactions, routines and to ensure safety as well as providing one to one and small group activities

Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

3.6.3 Do

The class teacher remains responsible for working with each child on a daily basis when possible. Where the interventions involve groups or one-to-one teaching away from the class teacher, he/she still retains responsibility for the child. Class teachers work closely with the parents, teaching assistants and specialist staff involved, to continuously review provision, assess the impact of support and interventions and how they can be linked to classroom teaching.

3.6.4 Review

The child's progress is continuously monitored and progress shared with parents. The school and the parents can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made. New outcomes/next steps are planned if the child will benefit from ongoing intervention



Where, despite having taken the relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, a referral to an outside agency may be considered.

Children with more complex needs might need an Education, Health and Care (EHC) plan. EHC plans replace statements of SEND and Learning Disability Assessments (LDAs).

3.7 Co-ordinating and managing SEND provision

Children who are identified as having SEND / G&T are registered in the SEND file on Teachers on S drive. The SEND Register is regularly monitored and updated according to the progress of the girls.

The SEND Co-ordinator (SENDCo) for Early Years is Alison Cardownie Clare, who is responsible for:

- The implementation of the Early Years SEND policy.
- Liaising, supporting and advising Early Years colleagues on SEND matters.
- Co-ordinating the support for children with SEND in the Early Years.
- Overseeing the records of Early Years pupils with SEND.
- Liaising with the school SENDCo, parents and external agencies including the LEA's support services, Health and Social services and voluntary organisations.

All Early Years staff who work with the children are fully aware of the procedures for identifying, assessing, monitoring and providing support for pupils with SEND.

All personal information gathered about individual children is treated confidentially and only passed on to others with parental consent. Parents are kept informed at all stages of intervention. The partnership with parents and the exchange of information with external agencies are crucial if the needs of children with SEND are met effectively.

3.8 Available Support

Speech Therapy referrals (in partnership with parents) are currently sent directly from the school to The Children and Families Clinic, Brighton Hospital, Brighton & Hove Prep School's SENDCo consultants are Brighton and Hove Inclusion Service. The school can contact the service at any time to discuss concerns about a child. The Seaside View Child Development Centre at Brighton General Hospital can also be contacted for various support.

3.9 Evaluating Success

The success of the school's SEND Policy and provision is evaluated through:

1. Monitoring of procedures and practice by the school's SENDCo and Early Years SENDCo.
2. Annually the setting must review and evaluate the effectiveness of:
 - Systems for identifying and assessing children with special educational needs
 - The provision made to meet children's special educational needs
 - The record-keeping for special educational needs
 - The allocation of resources for children with special educational needs



3.10 Concerns/complaints/further advice

Any concerns regarding the Early Years SEND Policy should be addressed to the Early Years SENDCo, the school SENDCo or the Head teacher.

Since September 2002 the Disability Discrimination Act 1995 (DDA) has applied to all providers of early years' services. The Act states that it is unlawful to discriminate against a disabled child in the provision of any service. There are two main duties set out in the Act:

- Not to treat a disabled child less favourably
- To make "reasonable adjustments" for disabled children

We aim to enable all children to have equal access to the curriculum in an environment where every child is equally valued and respected. If any parents have concerns about our policy or practice they are welcome to arrange a meeting with the Head Teacher.

The Disability Rights Commission (Tel: 08457 622 633) provides a range of information and guidance on the Disability Discrimination Act. This organisation would be able to advise if the concern relates to an issue of possible discrimination of a disabled child, which cannot be resolved within the school.

3.11 Partnership with parents

We aim to promote a partnership with parents through:

- Having an 'open door' policy which means parents can approach the school whenever they have a concern and time will be made for them
- Scheduled meetings for parents to meet and discuss their child's progress;
- Parents' evenings held twice a year
- Ensuring that all parents are made aware of the arrangements for EY SEND, including the opportunities for meetings between parents and SENDCo.
- Involving parents as soon as a concern has been raised.
- Providing access to the SENDCo to discuss the child's needs and ways to address them, including using an Individual Learning Plan.
- Supporting parents' understanding of external agency's advice and support.
- Undertaking annual reviews for children with EHCPs

3.12 Links with other settings, schools and external agencies

- We will ensure that, with parental consent, individual records including ILPs are passed on when the child starts school or another setting to ensure a smooth transfer for children.
- With parents' consent, we will liaise with all other support services and agencies involved with the child and with parents, and, where appropriate, make joint planning arrangements.



4. APPENDIX

NIL

5. DOCUMENT HISTORY

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BHP EY SEN Policy	01	Apr 2010	Full review	Alison Cardownie Clare	Expired
BHP EY SEN Policy	02	Jan 2011	Full review	Alison Cardownie Clare	Expired
BHP EY SEN Policy	03	Mar 2012	Full review	Alison Cardownie Clare	Expired
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BHP EY SEN Policy	05	Jan 2017	Full review	Alison Cardownie Clare	Expired
BHP EY SEND Policy	06	July 2018	Full review & new policy template	Jenny Blacker, Paul Fairhurst	Live

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