



A Parents Guide to Special Educational Needs



The term Special Educational Needs in relation to statutory guidance, means that for all children and young people with a special educational need and or disabilities, are protected by The Children and Families Act (“CAFA”) 2014, as it is a statute law, which means that it is legally binding so that all Local Authorities and schools must comply with it or else they are acting unlawfully.

The statutory guidance is a supporting document for all professionals and families to work with to ensure that the best possible outcomes are achieved in all areas.

The SEND Code of Practice 0-25 describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. Chapter 5 of the code of practice shows reference to 0-5 years in Early years as follows;

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. All early years providers must follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements, unless an exemption from these has been granted parents and other agencies.

As a setting we take regard of this requirement by implementing the following;

Our Policy is designed for parents and other professionals, it provides a simple statement outlining our commitment's to a child with Special Educational Needs and the support we provide for them and their families.

- Each child in our setting will be assigned a Key worker
- Each Key worker will carry out daily observations and activities with the children, they build up a diary of the child's progress of which are recorded on an online system " Blossom" – this application is available to all parents via an App- this can be viewed on a mobile phone, laptop or Tablet.
 - (For those that are unable to access an online system, we can provide regular paper copies, we can also provide these in other languages)
- The key worker carries out an initial progress report, this is called a Tracker – The purpose of tracking children's development in the Early years is to provide a picture of the child's progress and to identify any areas for further support.
- If any areas of support are flagged, then the key worker works alongside the SENCO, Jo Carter, to ensure that all provisions available to that child are in place.

- We use a graduated response system for identifying children with specific needs - Assess Plan, do & Review process. In simple terms this means that any child not quite achieving their age bands targets, will start this process, the key worker will discuss this with the settings Senco, a targeted observation will be carried out this is where the key worker will observe the child for 10 mins and record everything they do and say, from this information Targets are set over a 6 week period, after which the Senco and key worker meet with the parent/carer to discuss progress and either set a further target or continue with the original target for a further 6 weeks – this is continued three times after which if progress made then no further action is required, however if the child has more complex needs, then we liaise with other professionals and start where necessary start the process for additional support.

The SENCO will ensure that this process is carried out and shared with parents and other professionals.

- We carry out a 2 Year Check - Every child aged 2-3 years will have a progress check carried out by their key worker. A short written summary report is also completed and shared with the parent/carer, the report will highlight any area of support required, identify strengths and good practice, Parent/Carers are also given the opportunity to comment on their child's progress and any concerns they may have.

The areas covered are, Communication & Language, Physical Development, Personal, social and emotional development.

- Our setting is easily accessible with a wide, ramped entrance and disabled toilet facilities. The layout of the classroom is very open and flexible and can be changed to suit our needs.
- We regularly audit the classroom ensuring that all children's needs are met, we have recently created a quiet learning area, this comprises of a desk and two chairs, and we add a selection of different resources to the area as required.
- We encourage an inclusive practice, all our resources and activities are available to all children, we provide an optimal learning environment for all the children, regardless of their social, cultural or ethnic background, or their disabilities. We have weekly dance sessions with an outside company called T3 Toddlers, all children in our setting are included and gain so much enjoyment from singing, dancing and acting out their favourite stories.

Four Areas of need:

The SEN code of practice has four broad areas of need:

- Communication and Language
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and Physical needs



There are many possible warning signs and many helpful strategies and next steps, on the following pages are a few examples of possible warning signs.

If you have any concerns about your child or feel you would just like a chat about your child's progress, please speak to your child's key worker or our trained SENCO Jo Carter

Speech language & Communication :

- Has little interest in communication
- Limited pretend play
- Stammer
- Difficulty maintaining attention
- Has difficulty understanding simple instructions

Social Emotional and Mental Health:

- The main concerns here would reflect from what a child has experienced , most children with SEN need more time to develop and learn expected behaviour rules.
- Cause for concern would be where persistent behaviour levels were impacting on the child's wellbeing or others around them.

Cognition and Learning

- Delayed in developmental milestones, Standing , sitting talking
- Delayed play skills
- Development is of a lower age band
- Troubled nursing as a baby – ie suckling
- Needs more than another's to develop new skills

Sensory & Physical :

- Delayed rolling, sitting , walking
- Poor head control
- Clumsiness which is not in line with current age
- Limited use of one side
- Delayed language
- Not responding to sudden noises
- No eye contact or limited
- Reacts to bright lights
- Appears uninterested in looking at toys

This is just a few examples and there are many ways in which we can support each child – all our observations are recorded and linked against age bands and the Early Years Prime and Specific Areas.