

1. How does our Kindergarten know/identify that children have special educational needs and/or disabilities (SEND)?

Some children will enter kindergarten with a diagnosis of some form of SEND already in place. In those instances, staff will liaise with the child's parents/carers and other professionals from other pre-school settings and other agencies, (for example, paediatricians, speech and language therapists, occupational therapists) in order to gain an understanding of the exact nature of the child's need before they enter school.

For all other children, the staff at Charlton Kings Kindergarten monitors the learning of each child very closely. Early identification of needs is key to providing appropriate intervention in order to help the child progress more quickly. If a child is finding it difficult to achieve at age-expected levels or if progress within a specific area of learning is not as rapid as we would expect, the Lead Practitioner will speak with the SENDCo (SEND Co-ordinator) to consider whether or not the child might have SEND. The table below details some of the assessment opportunities we use to monitor progress and identify people with specific SEND.

Sources of Evidence
Baseline assessments
Key person observations
Focussed observations

2. What are the first steps kindergarten will take if special educational needs are identified?

If the Lead Practitioner suspects that a child has special educational needs, they will speak with parents/carers to inform them of their concerns. The SENDCo will also be informed and will be able to offer advice to the key person about the kind of intervention that may be appropriate to support the child in their learning. The SENDCo is available to discuss the child's additional needs with parents/carers if they wish.

A child with SEND will have a specially written plan – "My Plan" which outlines the nature of the child's need, the desirable outcomes for the child – what we would like them to be able to achieve – along with the strategies and resources that will be used to help them reach their goal. This plan is written by the Lead Practitioner in close consultation with the parents/carers and when appropriate, the child. The "My Plan" is the first stage of a single graduated pathway of support as recommended in the new SEND Code of Practice.

3. What should parents/carers do if they think their child has SEND? How can they raise concerns?

If parents/carers think their child may have SEND, they should speak to the Lead Practitioner in the first instance. The Lead Practitioner will usually be available to see parents/carers after kindergarten. If the child has yet to start at kindergarten, parents/carers should please contact the SENDCo, Mrs Jackson if they wish to discuss their child's needs. She can be contacted by email: sendco@ckis.org.uk

4. How will our kindergarten include parents and students in planning support?

When a child has additional needs identified, a plan will be put in place to help the child work towards outcomes which have been agreed by the SENDCo, parents/carers and pupils. Parents/carers will be informed at regular reviews of their child's progress against the agreed outcomes.

Where advice needs to be sought from other professionals, parents/carers are invited to submit their views as part of the referral process.

5. How will our kindergarten support children with SEND?

- **For children without an Education, Health and Social Care plan(EHC)**

The biggest influence on a child's development is the quality of the support in the setting. We pride ourselves on providing all children at kindergarten with activities matched to their needs and stages of development. Key persons will plan activities which are matched to your child's needs within the EYFS. Pupils with SEND may engage in intervention programmes which are selected to meet the child's area of need. The details of the provision will be in a "My Plan" format. Intervention programmes are usually delivered by experienced and qualified key persons and are monitored for effectiveness by the SENDCo.

Where children have more severe degrees of SEND, or if children are not making expected progress, despite initial intervention, the advice of other professionals (educational psychologists, occupational therapists, speech and language therapists, advisory teachers who are specialists in specific areas of SEND) may be sought. In this case, the child will progress along the single graduated pathway of support and their My Plan will become My Plan+. Following visits from other professionals, the SENDCo will seek to implement their recommendations in order to best meet the needs of the child. This may be in the form of different forms of intervention or suggestions for appropriate resources which would be of benefit to the child.

Progress against the desirable outcomes agreed in the My Plan or My Plan+ will be monitored closely by the Lead Practitioner and SENDCo and parents/carers will be invited in to the setting

to discuss their child's progress at least four times a year, (usually in October, January, April and July).

If a child with My Plan+ does not make expected progress then a decision to advance further along the single graduated pathway of support may be taken in agreement with parents/carers and other professionals. In this case we would pursue an application for an EHC plan (Education, Health and Social Care plan). Details of this follow in the next section.

- **For children with an Education, Health and Social Care plan(EHC**

The same principles apply to children with an EHC plan as all children and, as outlined above, the kindergarten feels that the biggest influence on a child's development is the quality of the provision. In addition to this, children with an EHC plan will have a formal plan outlining the nature of their needs and the additional level of support and resources they should have access to in order to make progress against the stages of development.

A parent has the right to request a personal budget in order to secure provision to meet identified outcomes in a child's plan. If a personal budget is requested by a parent this must be agreed by the Local Authority. If a parent requests a personal budget in the form of a direct payment, any provision that is to be delivered in school must be agreed by the Head Teacher also.

Parents/carers will be invited in to kindergarten to discuss their child's progress at least four times a year, (usually in October, January, April and July). There will also be an annual review of the EHC when the provision and support the child receives will be discussed by all professionals involved with the child and submitted to the local authority in order to agree an appropriate plan for the following year.

Depending upon the nature and level of need, it may be appropriate for a child with an EHC to follow a specially modified curriculum which is matched to the child's level of development. Pupils with an EHC will remain as part of the setting but may sometimes need to work on tasks which have been planned for them on an individual basis.

- **How does our kindergarten plan the support? How are resources allocated and matched to needs?**

Pupils with similar needs often work in intervention groups together. However a child needing intervention maybe paired up with another child to share the planned activity.

- **How is the decision made about the support your child will receive?**

Pupils' identified needs and their progress against the outcomes agreed by the Lead Practitioner and parents/carers/guardians are used to decide upon appropriate intervention strategies and resources which will be used with the child. The SENDCo is often part of this process.

For children with an EHC, decisions on funding for provision will be made by the SEND Casework Team at the local authority; they base their decision on the evidence presented to them by the SENDCo. This evidence will be in the form of reports from other professionals, reviewed My Plan+ documents and any other supporting documents it would be appropriate to submit.

The link below provides more detail on SEND funding.

http://www.google.co.uk/url?url=http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx%3Fid%3D60888%26p%3D0&rct=j&frm=1&q=&esrc=s&sa=U&ei=vaP8U4GzOOqI7Ab154CQBq&ved=0CBQQFjAA&usq=AFQjCNG3M4AN_dRIn4_HmNHSWmZaq4i_Eg

6. Who will be working with your child? *(Assessing, reviewing, overseeing arrangements, working towards outcomes, including looked after children)*

At Charlton Kings Kindergarten, the person with direct responsibility for provision for a child with SEND is the Lead Practitioner. They will be the first point of contact for parents/carers and it is usually the Lead Practitioner who identifies needs in specific areas of learning. They do this through routine assessments or by undertaking specific assessments when they feel a child is not making specific progress. Other key persons working in the setting will also be part of this process as they may be working closely with the child on specific areas of learning. The SENDCo will arrange reviews of the child's plan with parents/carers. The Lead Practitioner may also be present at these reviews; the SENDCo will also attend when necessary – if further advice needs to be sought or if the child is not making expected progress and there is a case for advancing along the single graduated pathway of provision.

Intervention programmes are often delivered by experienced, qualified key persons, the outcomes of these programmes are monitored by the SENDCo.

For pupils at My Plan+ or who have an EHC, professionals with specific specialisms may be involved, either to deliver intervention directly or to advise kindergarten staff on provision. These professionals will be engaged with the permission of the child's parents/carers/guardians.

7. How does our kindergarten ensure that the information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

The Lead Practitioner will have a good understanding about any plan in place for a pupil as they will have been closely involved in the writing of any plans, this is also the case for other staff members who regularly work with a pupil for example other key persons in the setting. The Lead Practitioner and SENDCo will ensure that any plans in place for a child are shared with other staff working with that child. Any elements of the plan which are unclear to other members

of staff will be explained by the Lead Practitioner. The key person will also arrange a review meeting with the child's parents/carers to discuss the contents of the plan or EHC. In the case of pupils with an EHC plan, the SENDCo will arrange a formal annual review to plan future provision and will invite all professionals who work with the child to attend.

8. What role does the Lead Practitioner play?

The Lead Practitioner writes the My Plan/My Plan+ and is responsible for sharing the plan with other members of staff who work with the child and the child's parents/carers/carers. At a given point or before if the child has achieved their desirable outcome, the Lead Practitioner will arrange to meet with parents/carers to discuss the child's progress and plan next steps. The key person copies the child's reviewed plan and ensures that the SENDCo is aware of the progress made by the pupil.

9. What support does our school put in place for children who find it difficult to conform to normal behaviour expectations and how do we support children to avoid exclusion?

We acknowledge that some children will have difficulty in conforming to the normal routines in our setting and will sometimes struggle to behave appropriately. In these instances, pupils and parents/carers are given support to help the child to behave in an acceptable manner. We use a variety of strategies, primarily based on consistent handling from all adults, to help support children so that they can begin to take responsibility for their behaviour. We believe that it is important to help our children develop the skills and strategies to understand what they need to do in order to manage their own behaviours appropriately when they find themselves in challenging situations. The emphasis is on helping the child to develop self-control and self-esteem.

Where necessary the kindergarten will access a variety of professionals and services to seek advice and support in meeting the needs of pupils who display difficult behaviours. These professionals may include Advisory Teachers and Educational Psychologists.

10. Which services do we use to provide for and support our pupils?

Educational Psychology Service: to ascertain the exact nature of a child's difficulties and for advice about how best to meet a child's needs within our mainstream setting. This is a service which we buy into as a school.

Advisory Teacher Service (ATS): Teachers from the ATS are specialists in their field and come into school to support pupils and staff by advising staff on how to meet the needs of the child using specific resources or intervention programmes. They also sometimes carry out assessments to ascertain the level of development of the child and to measure the child's progress since the last assessment date. There are various strands of the ATST which are detailed below:

<i>ATS Team</i>	<i>Who they support</i>
Communication & Interaction	Supporting pupils with severe language impairments or disorders, severe social communication difficulties and those on the Autistic Spectrum.
Cognition & Learning	Supports the inclusion of children and young people who have a range of significant and additional learning difficulties in mainstream schools; including moderate or severe learning difficulties in mainstream school.
Physical Needs	For pupils with a physical disability; support includes in-service training, advice on access to the curriculum and whole school activities. Resource and equipment loans to enable access to the National Curriculum are available.
Emotional & Behaviour	Supports the inclusion of children and young people who have a range of significant emotional and behavioural difficulties.
Visually Impaired	Supporting pupils whose primary difficulty is related to hearing and those who have a hearing loss in addition to other disabilities.
Hearing Impaired	Supporting pupils with a significant level of visual impairment.

Speech & Language Therapist (SpLT): This is a NHS service to which we can refer pupils with a variety of speech and language difficulties. SpLTs assess pupils who are referred and offer advice in the areas of articulation – speaking clearly – and language acquisition – understanding language and using language to communicate feelings and ideas.

Occupational Therapist (OT): This is a NHS service to which we refer pupils with physical needs and also those pupils who may be displaying difficulties with organisation. There are also OTs who specialise in sensory sensitivity – a difficulty commonly associated with pupils with ASD.

Social Services: We work routinely with staff from Social Services when there is a looked-after child at the setting. We can make referrals to social services or **Social Care** which is a separate section which offers to support to families who need it in order to operate successfully.

11. How does our kindergarten provide support to improve the emotional and social developments of our SEND pupils?

We recognise that children who experience difficulties in different areas of learning are vulnerable to low self-esteem. We take this aspect very seriously and try very hard to build self-esteem through a broad and balanced curriculum, providing experiences for the children which will help them to discover a talent or area of strength they were previously unaware of. The kindergarten outdoor area is extensive enabling Forest School type activities to take place to

build confidence and self-esteem. The PSHE curriculum provides opportunities for all children to gain self-awareness and an understanding of the feelings of others.

At this stage of a child's development children do not bully although they may engage in unkind behaviour. This is dealt with calmly and promoting

- **How does our school manage the administration of medicines?**

Health care plans will be drawn up which identify the nature of the medical condition and how the kindergarten can help to meet those needs. They will specify who has responsibility for meeting those needs. If a child has a medical condition, parents/carers should inform their key person. This policy is on the kindergarten website.

- **How does our setting help with personal care where this is needed?**

Staff at kindergarten assist children in this area as required so long as they are fully aware of the need.

- **What is our policy on day trips, school outings, health and safety arrangements?**

Risk assessments are carried out routinely for all activities off the kindergarten site. Where a child who has specific SEND is due to participate in an activity, this will be detailed in the risk assessment which is submitted to the head teacher for approval. The main way we minimise risks is by always ensuring we have an appropriate number of adults supervising the activity.

- **What extra pastoral support do we offer and what pastoral support arrangements are in place to listen to pupils with SEND?**

All staff at kindergarten are aware of pupils with SEND and make appropriate provision to deal with their emotional and social needs. Very often, SEND pupils form strong bonds with other key persons working in the setting and know that they have this point of contact on the playground at lunchtime or at break.

12. Who will be talking to and keeping in touch with the parent/carer? Who will explain and discuss this with parents/carers?

- **How will parents/carers know how well their child is doing?**

The kindergarten holds two parents' evenings annually where as parents you have the opportunity to ask questions how your child is doing and receive feedback from your child's key person. This is an opportunity to ask questions about all aspects of your child's life here at the setting and does not have to be specifically about their SEND.

We encourage good communication between our parents and kindergarten staff and so if, as a parent, you have any concerns we would encourage you to see your child's key person at the end of the kindergarten day, or by making an appointment if necessary. There is no need to wait until a formal review or a parents evening.

The child's key person will arrange My Plan/MyPlan+ review meetings. Where a child has an EHC plan, the SENDCo will arrange the formal annual review and invite all professionals involved in supporting the child. These formal meetings will give parents a chance to discuss specific issues with regards to their child's SEND.

- **How does the kindergarten measure outcomes and the impact of support provided to the pupil?**

When the child's My Plan' or 'My Plan+ is written by the Lead Practitioner, the desirable outcomes will be set down and at the review point, the Lead Practitioner will tell parents/carers whether or not the intervention has been successful. The SENDCo will also monitor the success of support against the agreed outcomes of the child and other assessment data.

Where a child has an EHC plan the success of outcomes and the impact of support provided will be discussed at least annually at the formal review although can be discussed earlier, in a more informal meeting, if appropriate.

All key persons track progress routinely throughout the year as detailed earlier in this document and this will continue to be the case for pupils with SEND.

- **When and at what interval will this happen?**

My Plan and My Plan+ will usually be reviewed four times a year; the schedule for this is currently October, January, April and July although there are sometimes occasions when these timescales change, for example, if a child has met the targets agreed at the last review meeting, it would be appropriate to set new ones before the planned review date.

EHC plans must be reviewed at least once, annually, with all professionals involved with your child invited.

- **Who will explain and discuss this with young people?**

The Lead Practitioner will usually explain the outcomes to the child and also, elicit the child's views regarding their learning. It is also appropriate for parents/carers to be part of this process and to discuss their child's learning with them.

Pupils will be involved as fully as possible in their reviews, ensuring they are part of the process and planning, their voice is heard and they have the opportunity to contribute towards their finalised plan.

- **How do we assess and evaluate the provision we have arranged for your child?**

We monitor the outcomes of the My Plan/My Plan+/EHC once they have been reviewed. The SENDCo also tracks the child's attainment in other assessments to ascertain if progress is being sustained. This is detailed in section 1.

- **How do we prepare our school and support SEND pupils/students and how do we arrange and support a transfer to another school or educational establishment?**

When a child with SEND joins us at Charlton Kings Kindergarten, we try to ensure that their entry to the setting is a positive experience for them and their parents/carers. Visits to kindergarten are encouraged so that the child is familiar with the setting and the staff they will be working with. The Lead Practitioner from kindergarten liaises with professionals already working with the child to ensure that they are fully aware of the nature and degree of the child's difficulties. All staff who will be working with a child with SEND will be informed of the child's needs so that they are able to respond appropriately when the child joins us.

Similar arrangements will be made for pupils transferring to other settings other than CKIS in accordance with the new school's school offer.

- **How do we prepare our pupils for adult life and independent living?**

The plans detailing provision for SEND children all detail short term desirable outcomes but ultimately, there are long term desirable outcomes for children relating to their adult life. This is a long way off for the children attending kindergarten but we believe we can contribute to these long-term goals by helping the pupils here to gain confidence and self-esteem, equipping them with basic skills which will enable them to be more independent as they grow older.

- **What special arrangements are made for assessments?**

All children are observed by their key persons throughout the year by way of focussed activities, narratives and photographic evidence. These methods provide a whole picture of the child's development and needs. Planning for all children is personalised. For SEND children and dependent on their needs assessments can be done intrinsically during play or on an individual basis using appropriate assessment criteria.

- **What resources and equipment are available for pupils with SEND?**

Kindergarten responds to the needs of the children at any given time. We have a wide range of technological resources, such as iPads, so that pupils with SEND are able to access the curriculum in a range of media.

- **How accessible is our school to pupils/students with SEND?**

The kindergarten is situated on the ground floor with ramps or sloping floors where there are any steps to different levels. There are disabled toilets.

- **Where can you find our SEND policy?**

Our SEND Policy is on the kindergarten section of the CKIS website(<http://www.ckis.org.uk/>) Please go to the kindergarten section where you will find our policies.

- **What role do the governors have? What does our SEND governor do?**

The SENDCO reports to the full governing body about the provision made for pupils with SEND at CKIS and kindergarten. There is a named SEND governor who meets with the SENDCO

regularly to ensure that she/he is fully informed about the issues relating to SEND provision and support given to vulnerable pupils (including Looked After Children) at CKIS and kindergarten. The named governor has attended local authority training in this aspect of education governance.

- **What can you do if you are not happy? Who to talk to and who to complain to; arrangements made by the governing body**

If parents/carers of a child with SEND are unhappy with any aspect of the provision made for their child, they should speak to the Lead Practitioner in the first instance. The SENDCo is also happy to listen to your concerns and attempt to resolve them.

If parents/carers are not satisfied with this response, they should contact the governing body of the kindergarten. There is a complaints procedure which is detailed on the kindergarten website, again under Complaints Policy.

- **How can parents/carers arrange a visit to our school? What is involved?**

If you would like to arrange a visit to the kindergarten to find out if it is the place you would like your child to go to, please contact Mrs Gemma Howie (Kindergarten Lead Practitioner) for an appointment. Tel: 01242 514483 ext 2 or email: kindergarten@ckis.org.uk

- **Who can you contact for more information**

Mrs Jackson, SENDCo at CKIS: sendco@ckis.org.uk

Gloucestershire Parent Partnership Services: <http://www.glospps.org.uk/>

Independent Parent Special Education Advice: <http://www.ipsea.org.uk/>