

Context

This policy has been written in accordance with the SEND Code of Practice (2015), and in accordance with government initiatives, including the requirements of the Early Years Guide to the 0-25 SEND Code of Practice (Sept 2014).

Inclusion

Pace works on the belief that all children and their families have a right to be part of their local community and to be welcomed and included on equal terms. The setting will endeavour to ensure that all children have the opportunity to participate in the full range of activities and opportunities offered and that their individuality and potential will be recognised, valued and nurtured. (See Equalities and Diversity Policy and Accessibility Plan)

Definition of Special Educational Needs (and Disability)(SEND)

We recognise the DfE definition of Special Educational Needs. "A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." (SEND Code of Practice 2015 – Paragraph xiii).

The Role of the SENDCO

Providers in receipt of funding for the provision of free nursery places must appoint a setting based Special Educational Needs and Disabilities Co-ordinator (SENDCO).

The SENDCO for Pace is:

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Headteacher

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Definition of the Role of the SENDCO with Regards to:

1. **Valuing Parents.** Pace works in partnership with parents and carers and values a good working relationship ensuring confidentiality, welcoming parental involvement and respecting all support and advice given.
2. **Information Gathering.** The SENDCO will be responsible for collecting information about any children with special educational needs as appropriate, from home visits, entry profiles and information from other agencies. Confidentiality and sensitivity will be maintained at all times.

The SENDCO will:

- Know where all information regarding each child is located (inkeeping with data and GDPR policies and prodecures)
- Ensure that all staff members who work with the child also have this information (on a need to know basis and inkeeping with information sharing polices.)
- Ensure parents are kept informed and have the opportunity to attend meetings held with regard to their child.

3. Monitoring and Recording. In addition to the information all settings will record for all children, the pupil record or profile for a child with SEND should include information about the child's progress and behaviour from the early education setting itself, from parents and from health and social services.

The system of observation and record keeping at Pace enables us to monitor the needs and progress of all children on an individual basis. This is carried out in conjunction with parents. (See Teaching and Learning Policy and Planning and Assessment policy.)

Within our setting for every child identified as having a special educational need we will devise a structured programme to meet the child's needs. This will include the implementation of advice from outside agencies when appropriate.

4. Liaising with Other Early Years Settings. At Pace, staff are committed to attend Link and SENDCO cluster group meetings with other early years practitioners.

With parental permission we will pass on children's records to the next setting. This may include a meeting with the staff from the school the term before they are due to transfer.

5. Liaising with the Local Authority. Pace is registered on the EYDC Directory and values the support of the EYDC Service with the provision of SENDCO Cluster group meetings, workshops, training and regular visits from an Area SENDCO.

6. Liaising with Outside Agencies. At Pace, with parental permission, the SENDCO will access information and/or support from outside agencies where possible.

If a child has a statement or education health and care plan (EHCP), the SENDCO will organise and chair the annual review and liaise with other agencies that need to attend.

7. Considering the Child's Views and Opinions. The United Nations Convention on the rights of the child states:

"Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matter affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child."

At Pace, the child's views will be sought whenever possible, by asking, listening, observing, and in a variety of ways through play and through collaboration with parents and carers.

8. Supporting Colleagues At Pace the SENDCO will support and be a reference point for colleagues in all SEND matters.

The SENDCO will support all staff in the setting by:

- Supporting colleagues in planning to meet the needs of a child with SEND.
- Advising colleagues about the range of strategies available to use.
- Identifying staff training needs and encouraging them to attend relevant training.

The Role of Other Staff

At Pace the staff will work under the guidance of the SENDCO to help identify and support children with special educational needs. This will include the implementation of Integrated Learning Plans (ILPs) and the development of the SEND policy.

The Role of the Board of Trustees

The Board of Trustees of the Pace will support the SENDCO and staff in the implementation of the SEND policy. This may include the provision of additional staffing to enable the SENDCO to attend training sessions or meetings.

The Role of the Head of School

The Heads of School at Pace will support the SENDCO, be present at meetings with parents as appropriate and be aware of developments in SEND.

At Pace, the Heads of School have responsibility for the day-to-day management of all aspects of the setting's work including the provision for children with SEND. He/she will also work closely with the SENDCO and will be kept informed of all meetings with parents.

Support for Pupils and Families

The Pace website provides links to a range of other agencies which offer support to pupils and their families, including the Buckinghamshire Family Information Service which contains information on the local authority Local Offer.

The website also contains information on admissions, assessment, curriculum, safe-guarding and behaviour management: www.thepacecentre.org

Support for Pupils with Medical Conditions

Pace supports pupils with a range of medical conditions and recognises their right to have full access to education, including school trips and physical education.

Please refer to The Pace Policy on Managing the Medical Conditions of Pupils for further information.

Training and Resources

Pace has a comprehensive training curriculum, including a 6 month induction programme for staff, which supports the extension of knowledge and skills in relation to Cerebral Palsy and Sensory Motor disorders.

Training is available to parents and other family members to help them better support our pupils beyond the school day and we also offer external training course for fellow professionals.

All staff have access to additional external training to ensure that their practice remains current and that our services offer the best possible outcomes for our pupils.

It will be reviewed annually.

Date: September 2018

Review Date: September 2019

To be reviewed by: Headteacher

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.