



Special Educational Needs and Disability (SEND) & Learning Support Policy

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Definition of Special educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: *has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.* (SEND Code of Practice, 2001 & 2014 p.15-16)

Our Learning Support Team - Principles and Aims

Our Mission – Brilliant Beginnings for all children

- **All** children to be able to access high quality early education.
- Children with SEND to be welcomed, fully included and able to make progress.
- High expectations for children with SEND.
- Well trained, positive staff who are able to adapt to the needs of children.
- **All** children to thrive, to succeed and to have fun regardless of their background or ability.
- **All** settings to be fully inclusive of children with a range SEND.
- Children to receive funding when they are entitled to it (SENIF/DAF/EHCP)

RBKC's Mission for Brilliant beginnings for all children

Rocket Productions Pre-Preps aim to create a positive learning environment where all children are valued and no child is disadvantaged or discriminated by race, class, gender or disability or any of the protected characteristics as defined by the Equality Act 2010. Please refer also to our Disability Policy.

We all have shared values which promote an inclusive culture at our Pre-Preps and aim to remove any barriers to learning. We acknowledge that children develop at a different pace and teachers will ensure that they meet children's individual stage of learning and development as well as their individual interests, talents and needs. Our Pre-Preps aim to provide the appropriate professional care and support for children with SEND, or children who need additional support at any point, to fully benefit from the EYFS and our curriculum as well as achieving the outcomes set in Every Child Matters.

Staff at Rocket Productions Pre-Preps receive ongoing support to help identifying and supporting children's individual needs, including those who are working above age expectations.

Our Learning Support Coordinators are a team of experienced teachers who have taught in a variety of settings. They focus on supporting children with SEND, EAL, Behaviour management and those working above expectations including gifted and talented. Our LSCs also help the Head in shaping the Rocket vision and ethos to promote an inclusive, caring, responsive and enabling environment where children are supported to reach their full potential.



To ensure an inclusive and enabling provision, staff will:

- Celebrate diversity in all aspects of play and learning.
- Providing pastoral care and support for all children so that they may develop in all areas and build a strong sense of self-esteem (Rocket Values).
- Follow the SEND Code of Practice which highlights the importance of early identification of children's needs so that support can be put in place as soon as possible. Teachers will use ongoing observation (formative assessment) and summative assessments (Moderation Meetings and BeHives) effectively to identify individual needs and to plan appropriate learning opportunities with high expectations for all.
- Focus on getting to know each child, their strengths and interests as well as any individual needs during the settling-in period. Teachers will carry out an internal baseline assessment after the first 6-7 weeks to highlight children's starting points with us. This will help track and understand how the child progresses over the academic year and inform any discussions with parents around their child's progress and individual needs and talents.
- Complete the statutory 2 years old progress check, for all children aged 2-3 years old, during their first term with us. Teachers will share the report with parents and discuss any needs or concerns and how to best support the child both at the Pre-Prep and at home. With parental consent, we will be sharing this with our local team of Health Visitors. Please let us know if your child has had a progress check already.
- Undertake an assessment at the end of the Early Years Foundation Stage **if** the child remains with us in the final term of the year in which they turn 5.
- EAL Children will not be regarded as having a learning difficulty solely because the medium of communication at home is different from the setting's (see EAL and Multilingual learners policy).
- Accept children with SEND where possible including making an assessment of the adjustments that would be needed in order to provide adequately for the child's physical and educational needs. This may also include arranging provision for children with medical needs (see Illness, Medicines and Medical Conditions Policy)
- Ensure that children with SEND are given the appropriate support in vertical and horizontal transitions. We will work in partnership with parents and any other professionals and settings the child is attending to and we will work with their next schools and new teachers/SEND COs to ensure information is shared and passed on effectively.
- Work alongside the Learning Support Coordinator (SEND CO) to adopt a **graduated approach** to support children with SEND: **High Quality of Teaching** first and an **Assess, Plan, Do, Review cycle**. At every stage parents will be engaged with the Pre-Prep and contributing their insights.
- Work and communicate effectively with other professionals and the team around the child.
- Ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability and their own views.
- Ensure that Support Plans are created, monitored and reviewed as needed by the key person and the LSC/SEND CO as well as with parents and any external professionals as needed. This will be in addition to the child's termly BeHive (end of term progress report).
- Ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. Monitoring and Support Plan Process, Impact of specific interventions, staff and



management meetings, parental and external agency's views, inspections and complaints. Learning support coordinator will meet on a termly basis with the DoE and this policy will be reviewed annually or as needed.

- Ensure regular INSET training and opportunities to discuss concerns with the LSC/SENDSCO. Training needs will be identified during supervision and mentoring meetings.
- Be aware and make parents aware of our complaints procedure (see Complaints Policy/Parents portal).
- **Remind each other that every teacher at Rocket Productions is a teacher of children with special educational needs.**

Who and what is a SENDCO

Our Learning Support Coordinators are also our named SENDCOs:

CPP – Miss Eirini (1st Years): eirini@chelseapp.com Miss Louisa (2nd Years): louisa@chelseapp.com

KPP – Miss Veronica (1st Years): veronica@kingslandpp.com Miss Yria (2nd Years): yria@kingslandpp.com

GW – Miss Anna (1st Years): anna@grandwestpp.com Miss Liana (2nd Years): liana@chelseapp.com

DoE - Miss Winsy: winsy@rocketproductions.com

The SENDCO is responsible for:

- Liaising with the Head Teacher in regard to information sharing and working with Local Authorities, parents, teachers, children and outside agencies (see GDPR Policy and Privacy Notice).
- Strengthening the links between the Pre-Prep, parents, Local Authority and external agencies.
- Advising and supporting staff and parents, including signposting families to the RBKC Local Offer and managing referrals.
- Contributing to the in-house training of the Pre-Prep staff and development of resources and interventions.
- Liaising with external professionals and gathering evidence/records for any EHC plan applications and processes.
- Ensuring all practitioners in the setting understand their responsibilities to all children including those with SEND or requiring additional support, and the setting's approach to identifying and meeting individual needs.
- The day to day operation and implementation of the SEND policy and evaluation of the SEND provision including auditing the teaching and learning environment (e.g. Learning walks or checklist audit)
- Coordinating provision for children with SEND, including taking the lead in implementing the graduated approach and supporting colleagues and parents through each stage of the process.



- Maintaining the setting's Learning Support and SEND register and overseeing all the records to ensure these are safely collected and stored, implemented and reviewed or updated as needed.

The Special Educational Needs Code of Practice

The SEND Code of Practice provides statutory guidance for early years providers on how to carry out their duties to identify, assess and make provision for children and young people's with SEND.

Key principles

- Greater choice and control for young people and parents over their support.
- Collaboration between education, health and social care services.
- High quality provision to meet the needs of children and young people with SEN.
- A focus on inclusive practice and removing barriers to learning.
- Successful preparation for adulthood, including independent living and employment.

The SEND Code of Practice states that high quality, differentiated teaching should be the first step in the response as part of the Code's 'graduated approach' and identifies four broad areas of need for settings to use to review and manage special educational provision (Communication and interaction, Cognition and learning, Social, mental and emotional health, Sensory and/or physical).

For children with complex needs who, despite SEN support, do not make progress, an Education, Health and Care (EHC) plan may be appropriate. These offer a coordinated approach to the delivery of services across education, health and care and will run from birth to 25 years and focus on long-term outcomes. Parents will be directly involved in the EHC plan assessment process and given the choice of more control of funding for support of their child's needs through a personal budget. Our appointed SENDCO will be able to help parents, teachers and children involved during the process.



What to do when you are concerned about a child's progress

[Section-4-First-concerns-and-early-identification.pdf \(foundationyears.org.uk\)](https://foundationyears.org.uk/Section-4-First-concerns-and-early-identification.pdf)

How additional support works at our

What to do when you are concerned about a child's progress

- Complete a baseline assessment in order to highlight areas of need.
- Also use formal and informal observations of the child in the environment.
- Talk through your concerns with the parents.
- Identify what you think the needs are and put a plan in place for how you can support the child's needs (usually called an Individual Education Plan (IEP) or SEN Support Plan).
- Contact your Early Years and Inclusion Advisor for general or specific advice.
- Consider applying for additional funding. (SENIF/DAF)
- Think about any referrals you need to make. If you are unsure of referral processes please contact your Early Years and Inclusion Advisor.
- Continue to put in regular inclusive practice but expand on this or make them more specific or consistent.



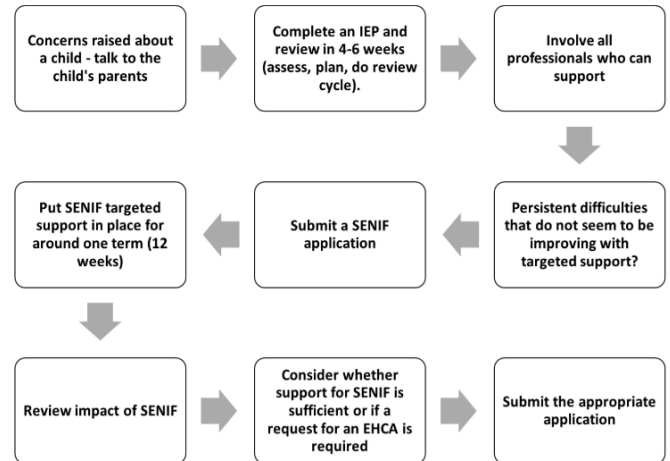
An IEP (or similar) should include:

- Long term outcomes you hope the child will achieve
- Specific short term, broken-down targets
- How the targets will be achieved – what do you need to put into place
- Space for tracking / evaluation
- The date of target setting and date for review
- Signature of staff and parent

An IEP should always be written in partnership with the parents. Settings can find IEP templates on the website and in the appendix.

If the child is already known to a service, such as speech therapy, you should use the information you have gathered from these professionals to help you with the child's target setting

Stages of SEN Support



Rocket Pre-Preps

Stages

1. Initial concern

- a) Concerns brought up by teachers from their ongoing observations or assessments. Key person informs parents (e.g. discuss their personal thoughts/views at drop off/pick up, arrange for follow up if needed and gather more information from home). Inform LSC/SENDSCO.
- b) Concerns brought up by parents. Key person takes note and informs the LSC/SENDSCO.
- c) Teachers begin to gather more specific observations and information from both the Pre-Prep and home (range of observations in different situations, feedback from parents, any relevant behaviour and attendance data, evidence of the impact of provision already tried).
- d) Teachers ensure **HIGH QUALITY OF TEACHING FIRST** = Teachers differentiate planning by tailoring teaching styles and strategies to meet individual needs, creating an inclusive and enabling environment. Teachers support children to access the full curriculum and routines. Teachers will use their Planning form to look/listen/note and assess.
- e) Teachers fill in the **SEND Concern Form** via TEAMS which is sent to the LSC/SENDSCO who will organise a Consultation meeting to discuss teachers' initial observations, findings, strategies in place (what's working/not), information from home/parents, etc.
- f) Teachers keep parents informed of next steps, e.g. monitoring and trying different strategies or putting together a Support Plan for more targeted support.

2. Monitoring

For the majority of children, their needs will be met through the normal whole-setting processes of High-quality inclusive teaching which involves effective assessment, differentiated planning and implementation, responsive high-quality interactions and

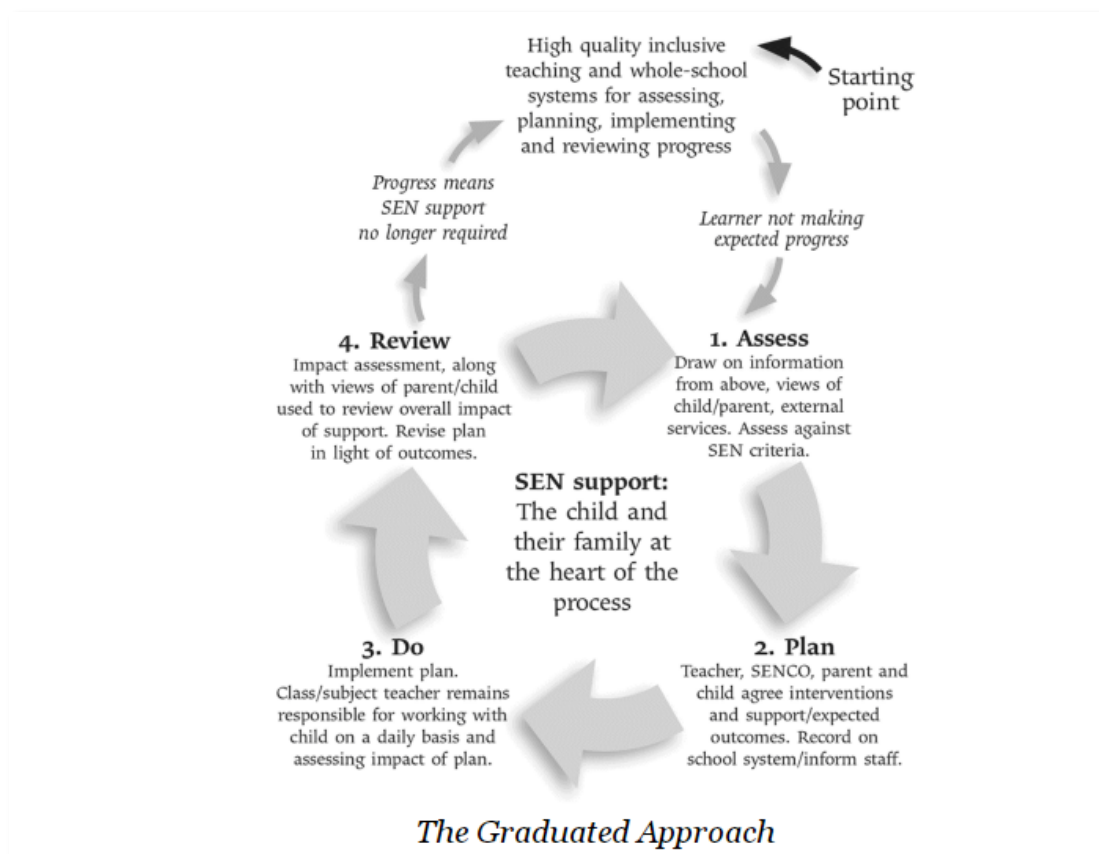


enabling environments and progress tracking (whether these are recorded or are just part of the teacher's professional knowledge). As above, teachers will use their planning form to look/listen/note and assess. The LSC/SEND COs will record a brief summary of all the observations/findings, strategies in place, through the SEND form, so it can be monitored and reviewed to assess whether the child has achieved the desired learning outcomes (impact/progress). Parents will be kept up to date of all these processes. To review please use the **SEND Progress Review Form** via TEAMS.

However, if there is no progress or where evidence shows that a child's needs require access to more specialised support than the majority of their peers we will create a Support Plan.

3. Support Plan

- a) The Support Plan process involves the four-stage cycle of '**Assess, Plan, Do, Review**' as stated in the SEND Code of Practice. Having formally agreed and informed the parents, the key person and the LSC/SEND CO should create a plan where they agree, in consultation with the parents and child, the outcomes they are seeking to achieve, the interventions and support to be put in place, the expected impact and to set a date to review these (SMART goals). This is uploaded to SeeSaw and discussed with parents.
- b) The LSC/SEND CO will arrange intervention and staffing with the Head, e.g. small group sessions. Training will be provided as needed and regular meetings will be held to ensure effective communication and monitoring of the child's needs and progress.
- c) External specialists may be consulted if needed, e.g. our RBKC Early Years and Inclusion Advisor – Sian Lacey, or a referral to services such as Speech and Language Therapy or the Cheyne Child development centre. These are some of the health services offered by the RBKC: <https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=5>
- d) LSC/SEND COs will consider using 'A Celebratory Approach to SEND Assessment in the Early Years' : <https://www.pengreen.org/wp-content/uploads/2018/05/A-Celebratory-Approach-to-SEND-Assessment-in-Early-Years-1.pdf> , especially when 'age-related expectations are not appropriate for a significant proportion of children; and that the way we measure their progress accounts for potential differences in the way these children learn' (Rochford Review)
- e) Discuss with RBKC if SENIF application needed.



4. EHC Plan

In a minority of cases, where children have received on-going additional support over a period of time, yet continue to make less than expected progress, consideration should be given to requesting an assessment for an EHC plan. This will be requested to the EHC Needs Assessment from the RBKC (see contact details below, LSC/SENDSCO will arrange this for parents). This is always discussed with parents and the LSC/SENDSCO after having reviewed Support Plans/Support in place including SENIF and external professionals feedback if involved. Parents need to be involved in the EHCNA application/request form too.

More information on EHC plans for parents:

<https://www.rbkc.gov.uk/pdf/EHC-Guidance.pdf>

Kensington and Kingsland guidelines for EHC planning for practitioners:

https://www.rbkc.gov.uk/pdf/RBKC%20EHC%20Guidance%20for%20Educational%20Establishments%20Sept%2014_FINAL.pdf

EHC Needs Assessment contact details:

The Tri-borough SEN Casework and Commissioning Team, Royal Borough of Kensington & Kingsland

Kensington Town Hall, Hornton Street, London, W8 7NX

Tel: 020 7361 3311, Fax: 020 7368 0213



What is a Support Plan

Throughout the graduated approach (see above), the key person remains responsible for providing support to the child and parents and ensuring agreed interventions are being implemented and reviewed. The LSC/SENDSCO will support individual staff and will lead and coordinate the graduated approach across the Pre-Prep including working with parents and other professionals.

Individual Support plans should be a working document for all staff and professionals involved, and accessible and understandable to all concerned (please always follow our GDPR guidelines).

Plans should contain:

- Long term outcomes you hope the child will achieve and Specific short term (broken-down) targets to allow achieving those long-term goals. The outcomes should be SMART (Specific, Measurable, Achievable, Relevant and Time-based) (**Intent**)
- How the targets will be achieved. The interventions, strategies, and support to be put in place (**Implementation**)
- The expected impact on progress, development, behaviour
- Date for review (usually every 6 weeks or more often depending on child's need and plan) (**Impact**)
- Parental input and outside professionals/agencies input

Plans should:

- Take into account the views of the child
- Select the interventions and support needed to meet the outcomes identified
- Base interventions and support on reliable evidence of effectiveness
- Specific interventions should be delivered by practitioners with relevant skills and knowledge or support them to receive adequate training (ideally the key person)
- Identify and address any related staff development needs

Review:

On the agreed date, the teacher and LSC/SENDSCO, working with the child's parents and taking into account the child's views if possible, should

- Review the effectiveness and quality of the support
- Review the impact of the support on the child's progress
- Agree any changes to the outcomes
- Agree any changes to the support and
- Agree next steps
- Please use SEND Progress Review Form in the Staff Portal, your LSC/SENDSCO will organise a review meeting which will be recorded and uploaded to SeeSaw. This is usually discussed at the end of term meetings or a separate meeting can be arranged whenever needed.

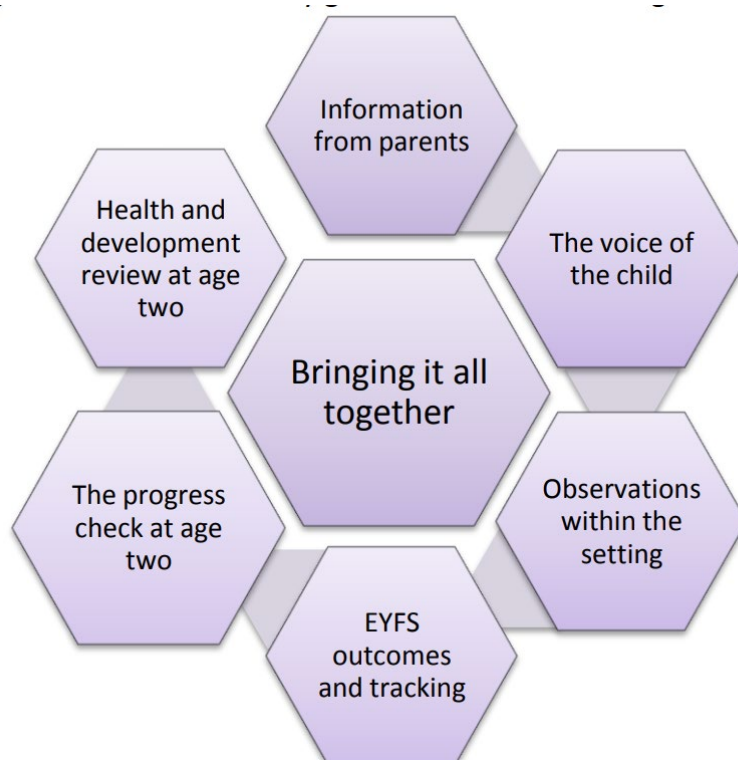
How might you know a child has difficulties?

- Your ongoing observations (formative assessment) and summative assessments will highlight if a child is delayed in meeting some of their milestones, if the child appears to be behind expected levels or if the child's progress gives cause for concern. This may be in one



or several areas of learning (Please see areas of need below). Use Birth to 5 Matters ranges to support your knowledge of child development as well as to guide your professional judgment. You can also use the EYFS guide for parents to discuss the different checkpoints.

- In comparison to peers (remember all children develop at different rates)
- From information given by parents and/or other professionals.
- Using the EYFS framework to help you think about the unique child.
- From your findings from WELLCOMM to screen all children on their communication and language skills.
- From statutory assessments such as your 2yo progress check or from the HV check shared with you by the parents (please always ask parents if they have had their 2yo check with their HV)
- Check TEAMS Files or contact your LSC/SENDSCO for assessments forms on areas such as C&L, OT, EAL stages, ABC behaviour forms, etc.



More information:

<https://nasen.org.uk/uploads/assets/uploaded/b424c16c-1809-4043-8b0814d2567d5292.pdf>

<https://www.foundationyears.org.uk/files/2015/06/Section-4-First-concerns-and-early-identification.pdf>



The four 'Broad areas of need '

Needs are divided in:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. The child should already have a specialist teacher for their sensory need(s), but if this is not the case, a



referral is essential Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(SEND Code of Practice, pages 97-98, DfE, January 2015)

SEND Complaints Procedure (Summary, see Complaints Policy for more information)

Stage 1

Any concern a child should be addressed to the teacher key person in the first instance.

Most concerns should be resolved at this level

Stage 2

If the teacher cannot resolve a concern, then the matter should be referred to the Head teacher, if still not resolved then refer to the proprietor

Stage 3

If the parents are not satisfied with the decision of the proprietor they can contact OFSTED or the DCFS.

The policy will be reviewed in consultation with all staff, updated annually and accessible to parents. Please refer to the complaint procedure policy for more detail.

More information and links

Our Rocket Productions Pre-Preps follow the Special educational needs and disability (SEND) code of practice. The current SEND Code of Practice (2015) covers the 0-25 age range and includes guidance relating to children and young people with a disability as well as those with SEN:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This policy reflects and complies with the Children and families Act 2014 (part 3) and relevant legislation such as the Statutory Framework for the Early Years Foundation Stage (EYFS, 2021), Equality Act 2010, Working Together to Safeguard Children. This policy is also framed by the RBKC SEND toolkit:

https://search3.openobjects.com/mediamanager/biborough/directory/files/send_toolkit_final_2020_v2.pdf

Parents can find more information at:



- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf (hard copy at the office)
- <http://www.foundationyears.org.uk/support-if-your-child-has-a-disability-or-additional-needs-or-special-educational-needs/>
- We also have copies of the local offer for parents at the office or can be accessed here: <https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>
- EYFS guide for parents and checkpoints (parents portal)

Teachers can find more information at:

- <https://nasen.org.uk/training-and-cpd/early-years/early-years-miniguides.html>
- https://fisd.westminster.gov.uk/kb5/westminster/fis/advice.page?id=SeskgpEoOmM#sub_1
- <https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=2> (Speech & Language videos by the LA)
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <https://family.co/blog/sen-early-years/>
- <https://family.co/blog/the-adult/speech-language-difficulties-early-years/>
- <https://www.foundationyears.org.uk/wp-content/uploads/2017/12/SEND-Resource-List.pdf> (list of resources)
- Resources for the new EYFS, includes SEND and EAL [Help for early years providers - Department for Education](#)
- Supporting 'more able' children (g&t) [Finding and exploring young children's fascinations \(foundationyears.org.uk\)](#)
- **Staff Portal/SEND** (please access this portal as much as possible, concern forms, review forms and support to identify and support needs can be found here)

Please note we have separate policies for EAL & Bilingual learners and Promoting positive Behaviour (Wellbeing & Emotional regulation).