



9.2 Supporting children with special educational needs and disabilities.

Policy statement

This policy includes children with;

- speech, language and communication needs
- cognitive and learning difficulties
- social, emotional and mental health difficulties
- sensory and physical needs

We provide an environment in which all children with special educational needs and disabilities are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities (SEND)¹.
- We support and involve parents, actively listening to, and acting on their wishes and concerns.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is ;**Miss Claire Reader**

The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.

- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children..
- We use the graduated response system (assess, plan, do and review) for identifying, assessing and responding to children's special educational needs.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We provide parents with information on sources of independent advice and support e.g. Local Offer, Information, Advice and Support Service.
- We liaise with other professionals involved with children with sen and their families including transfer arrangements to other settings or schools

- We have systems in place for referring children for further assessment working with agencies through the Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for parents, and volunteers.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Educational plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.
- We do not discriminate against, harass or victimise disabled children
- We make reasonable adjustments for disabled children including the provision of auxiliary aids and services.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEP's) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking account of their levels of ability.
- We use SEN support as a graduated approach with four stages of action; assess, plan, do and review to support children with SEND.
- This replaces Early Action and Early Years Action Plus.
- We use Education, Health and Care (EHC) needs assessment and plan for identifying and putting into place additional support for children who need, or are likely to need more support than is available through SEN support.
- We use a system for keeping records of the assessment planning, provision and review for children with special educational needs.
- We advise parents where to look for the "Local Offer" which sets out the importance of choice and control for parents and carers over the services they choose for their child with SEND.
- Our Local Offer can be viewed on our website.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2010)
- 0-25 Special Educational Needs and Disability Code of Practice (DfES 2014)
- Children and Families Act 2014

- Equality Act 2010

This policy was adopted by

Schoolroom Two

On

11th January 2015

Date reviewed

7th October 2018

Signed on behalf of the provider

Name of signatory

Janet Jakeman

Role of signatory

Principal

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2010)
- SEND Code of Practice for the Early Years (2014)