

## **9.2 Supporting children with special educational needs**

### **Policy statement**

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

- We have regard for the Special Educational Needs Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We 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 & Disabilities Co-ordinator (SENDCO) and give her name to parents. Our Lead SENDCO is: **Ann Webb**
- The SENDCO works closely with our Manager and other colleagues and has responsibility for the day-to-day operation of Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education. We hold review meetings and include Parents, Key person, SENDCO and any professional agency if available to review targeted and/or personal plans at least 6 times per academic year.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.

- We use a system of planning, implementing, monitoring, evaluating and reviewing individual Targeted Plans and Personal Plans for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages, taking into account their levels of ability.
- We have systems in place for supporting children during the Early Years.
- We have systems in place for working with other agencies through each stage of Early Help or Early Support or local alternative, for example, Early Help Assessment, Statutory Assessment and the Educational Health Care Plan (EHCP) process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Supporting Children with 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 training for practitioners and volunteers. We inform parents of courses available if they are interested.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton and PECS trained staff.
- We ensure the effectiveness of our special educational needs & disabilities provision by collecting information from a range of sources e.g. Individual Targeted Plan & Personalised Plan reviews, staff and management review 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.

### **Further guidance**

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage Statutory Framework (DfE 2012)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs Code of Practice (DfES 2014)

### **Other useful Pre-school Learning Alliance publications**

- The Role of the Early Years Special Educational Needs Co-ordinator (SENCO) 2<sup>nd</sup> Ed (2013)