

## **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 and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We have in place a clear approach for identifying, responding to, and meeting children's SEN<sup>1</sup>.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We identify the specific needs of children with SEND and meet those needs through a range of SEND strategies.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- 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 & Disability Co-ordinator (SENDCO) and give his/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 SEND 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 apply SEND support to ensure early identification of children with SEND.
  - We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
  - 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 ensure that parents are informed at all stages of 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 Personalised Plans at least 6 times per academic year.
- Where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer (CFIS), Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g. Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs & Disability Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs & Disability Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of our Special Education Needs & Disability provision via our website and or promotional materials and any specialism the setting has to offer e.g Makaton and PECS trained staff.
- We ensure the effectiveness of our Special Educational Needs & Disability provision by collecting information from a range of sources e.g. action 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.

### **Further guidance**

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

### **Other useful Early Years Alliance publications**

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years (2014)