

SUPPORTING CHILDREN WITH 'SPECIAL EDUCATIONAL NEEDS AND DISABILITIES' (SEND)

Policy Statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential (Article 23, U.N.C.R.C).

- We have regard for the Special Educational Needs and Disability code of practice: 0 to 25 years (The Children and Families Act 2014, Part 3).
- We ensure our provision is inclusive to all children with Special Educational Needs.
- We support parents and children with Special Educational Needs (SEN).
- We work in partnership with parents and other agencies in meeting individual'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 Co-ordinator (SENCO) and give her name to parents. Our SENCO/S is:

SENCO: KERRY GOODWIN

DEPUTY SENCO: CLARE RAWLINGS

- 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 approach system for identifying, assessing and responding to children's Special Educational Needs following the principles and commitment of the Early Years Foundation Stage (EYFS) Statutory Framework in involving parents in identifying needs, deciding outcomes, planning provision and seeking expertise at whatever point it is needed.
- 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.
- We liaise with other professionals involved with children with Special Educational Needs and their families, including transfer arrangements to other settings and schools.
- When a child has been identified with Special Educational Needs, our setting will adopt a graduated approach with four stages of action: assess, plan, do and review.

Assess

In identifying a child as needing SEN support, the key-person working with the SENCO and the child's parents will have carried out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEN support and having formally notified the parents, the key-person and the SENCO would agree, in consultation with the parents, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans would take into account the views of the child. The support and intervention provided would be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs would be identified and addressed. Parents would be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The key-person remains responsible for working with the child on a daily basis. With support from the SENCO, the key-person would oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO would support the key-person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress would be reviewed in line with the agreed date. The impact and quality of the support would be evaluated by the key-person and the SENCO working with the child's parents and taking into account the child's views. They would agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

- Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs of the child, the child has not made expected progress, the setting would consider requesting an Education, Health and Care needs assessment.
- We monitor and review our policy annually.

June 2018
This policy was adopted on: _____
June 2019
Date to be reviewed: _____
<i>Karen Richardson (Treasurer)</i>
Signed on behalf of the Committee: _____

Changes Made: Y/N