

# Supporting children with special educational needs

## Policy Statement

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

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND<sup>1</sup>
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN 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 Co-ordinator (SENDCO) and give her name to parents. Our SENDCO is:

### **Penny Williams**

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- The SENDCO works closely with 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 provide an IEP when necessary, and review on a regular basis.
  - 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
  - Where appropriate, we 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 Activities from the Children's Centre, Information, Advice and Support Service.
  - We liaise and work with other external agencies to help improve outcomes for children with SEND.

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<sup>1</sup> This includes disabled children with special educational needs

- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- 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 SEND. We provide in-service training for parents, practitioners and volunteers when required.
- We raise awareness of our special education provision via our website.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan / IEP reviews, staff and management meetings, parental and external.
- 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 Pre-school Learning Alliance publications**

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