



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 and Disabilities, are supported to ensure they achieve the best possible educational and other outcomes.

- We have regard for the DfES Special Educational Needs and disability Code of Practice (2014) – 0-25 years.
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEND).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND 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

- Our designated Special Educational Needs Co-ordinator (SENCO) is Shirley Frost who has been our Senco for 15 years.
- 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. (Also see Enco Policy)
- We apply SEN support to ensure early identification of children with SEND
- We use the new graduated approach system, “Person centred planning” to Assess Plan do and Review. This means that children will be given extra support within our setting to meet their special educational needs and this is highlighted in their SEND personalised plan.
- We follow the current referral procedure.
- We obtain written permission from parents to access outside agencies and Inclusion Partner.

Processes

- We collect information about a child through our First Visit Form and the All About Me which is completed prior to starting preschool. This gives us an insight of their likes and dislikes, medical information, family set up and what's important to the child. From these meetings we can also initially assess and discuss any support requirements. Information is continuously gathered via: Observations, Information from shared or previous settings, baseline assessment and 2-year progress check.
- Further information is gathered via One Plan meetings involving Parent, Preschool, outside agencies, professionals and the completed One Page Profile (which is the beginning of "Person Centred Planning") and the Send Personalised Plan. The specialists can advise the setting on suitable targets, resources and equipment to meet the child's needs. This too, would be included in the One Plan.
- We ensure that children with SEN are appropriately involved at all stages of the graduated approach taking into account their levels of abilities and understanding.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are kept informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support. The Essex Local Offer being a good starting point. <http://www.essexlocaloffer.org.uk/>
- We have systems in place for supporting children with complex or severe needs during their Assessment Process which may lead to an Education, Health and Care Plan (EHCP).
- If applicable we can apply for Inclusion Grants, DAF (disability Access Funding) Family Innovation FIF in order to support a child.
- We use visual aids to support a child in the learning and development.
- We can access in-service training for parents, practitioners and volunteers. Through our Inclusion Partner.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. One plan reviews, staff and management meetings, parental and external agency's views, inspections, complaints and cluster meetings and training. This information is collated, evaluated and reviewed.
- We provide a complaints procedure.
- We monitor and review our policy on an annual basis.

Further Guidance

EYFS 2017

SEND Code of Practice 2014

Children and Families Act 2014

Helping young children with Autism to learn

Equality Act 2010

This policy was adopted at a meeting of (name of setting)

Held on (date)

Date to be reviewed date

Signed by

Name of Signatory

Role of Signatory (ie manager)