



SPECIAL EDUCATIONAL NEEDS POLICY

POLICY

It is a requirement of SEND 2014, the EYFS 2014 and THE DISCRIMINATION ACT 2010, that all childcare settings provide a policy and procedure which outlines their support structure which they have in place to provide suitable care and facilities for children with Additional Needs or Disabilities. A copy of the SEND 2014 Code of Practice can be found on the Policies page of our website at www.littlegullsandbuoys.co.uk

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have a special educational need if they have a learning difficulty which calls for a special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age, or
- b) have an impairment which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

PROCEDURE

The individual needs of all children will be assessed at the start of their care and parents, children and the child's key person at Little Gulls & Buoys will be involved in discussions to ensure the care provided is in the child's best interest. We will work closely with parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills and provide opportunities to develop in all seven areas of learning:

Prime areas

Personal, social & emotional development, Physical development and Communication & Language

Specific areas

Literacy, Mathematics, Understanding the world and Expressive Arts and Design

We will carry out observations via Tapestry and monitor individual children's progress throughout the Early Years Foundation Stage and where a child appears not to be making progress either generally or in a specific aspect of learning we will present them with different opportunities or use alternative ways of learning.

Assessments on all children will be undertaken each term and these will be discussed with the parents. Any concerns which may arise will be dealt with by introducing a strategy which will ensure the child's welfare and development needs are being met at all times.

If we identify that a child has special educational needs then we will use the graduated approach with four stages of action: access, plan, do, review - as described in the Code of Practice (Early Years Action and Early Years Action Plus).

We will discuss our observations and any proposed plans with the parents in a way that encourages them to contribute their knowledge and understanding of their child and allows them to raise any concerns they may have about their child's needs and the provision that is being made for them.

We will, with parents' permission, use Individual Education Plans. These will record information about the short term targets set for the child, the teaching strategies and the provision to be put in place, when the plan will be reviewed and the outcome of the action taken. We will continually review the IEPs and seek the parents' views on the child's progress.

We will seek support from PRESENS and the Special Educational Needs Coordinator at Brighton & Hove City Council.

NAME AND ROLE OF THE SENCO AT LITTLE GULLS & BUOYS

Lyndsey Bedford is the SENCO for Little Gulls & Buoys, also supported by the Directors.

The role of the SENCO involves:

1. Ensuring all practitioners understand their responsibilities and the settings approach to identifying and meeting SEN.
2. Advising and supporting colleagues.
3. Ensuring parents are closely involved throughout and that their insights inform actions taken at the setting.
4. Liaising with professionals or agencies beyond the setting.

If you have any questions or concern about the above policy then please contact us.

Original author and date created	Louise Adams, Director and Manager, January 2015
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