

## Supporting Children with Special Educational

### Needs Policy

EYFS Statutory Requirements – page 31 section 3.67

#### EYFS Key Themes and Commitments



<u>A Unique Child</u>	<u>Positive Relationships</u>	<u>Enabling Environments</u>	<u>Learning and Development</u>
1.1 Child development	2.1 Respecting each other	3.2 Supporting every child	4.1 Play and exploration
1.2 Inclusive practice	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning
1.4 Health and well-being	2.3 Supporting learning	3.4 The wider context	4.3 Creativity and critical thinking
	2.4 Key person		

#### Policy Statement

At Warwick Community Playschool, we aim to provide an environment in which all children, including those with special educational needs, 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 SEN<sup>1</sup>.
- ☀ We support and involve parents and other family members (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.

#### Procedure: Staffing

Our designated member of staff who is the Special Educational Needs Co-ordinator (SENCO) is:

**Nickie Anniwell** supported by **Sonia Amato**

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

- ☀ The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- ☀ The SENCO works closely with families of children with Special Educational Needs (SEN) to ensure that the setting meets the needs of the child. This may include working with other agencies, professionals or settings. This support may include written documents such as a plan, do review document and meeting. The SENCO is responsible for ensuring all documents are relevant and up to date. Each child will be treated as an individual and the support process will follow the child and families individual needs.

### **Procedure: Within the Setting.**

- ☀ We ensure that the provision for children with special educational needs is the responsibility of all members of the setting with the support of the SENCO.
- ☀ 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 SEN support to ensure early identification of children with SEN.
- ☀ We use the graduated approach system (assess, plan, do, review) for identifying, assessing and responding to children's special educational needs. This is applied in increasing detail and frequency to ensure that children progress.
- ☀ We work closely with families of children with special educational needs to create and maintain a positive partnership.
- ☀ 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, 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, Information, Advice and Support Service.
- ☀ We liaise and work with other external agencies to help improve outcomes for children with SEN including transfer arrangements to other settings and schools.
- ☀ 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 Policy.

- ☀ 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 SEN. We provide in-service training for parents, practitioners and volunteers.
- ☀ We raise awareness of our special education provision via our website and or promotional materials.
- ☀ We ensure the effectiveness of our special educational needs 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.
- ☀ There is SENCO trained staff in all rooms as well as the manager being trained.
- ☀ There is a provision map in place to ensure that needs are being met and any funding is being spent appropriately.

#### **Procedure: Documentation**

- ☀ Information about children's individual needs are gathered from each person by the SENCO using a Key Group data form. This is used alongside conversations and tracking data.
- ☀ The SENCO will then work with the key person to implement an action plan for the individual child's needs, for example further monitoring using specific forms (in each room in the SEN file) or intervention support.
- ☀ The key person is expected to evaluate how this is going or return monitoring forms within the given deadline.
- ☀ This information is then reviewed and further actions may be put in place. This cycle may end here but can also continue for as long as the child needs that intervention.
- ☀ All documentation is held by the SENCO who can support the key person in how to fill out the documents.

This policy was adopted at a meeting of: Warwick Community Association

Reviewed on: May 2017

This policy will be reviewed annually in September.

This policy will be reviewed annually, with changes made as required. The manager of the setting will be responsibility for maintaining this and sharing with the committee members of Warwick Community Association to be verified. This will be shown in the minutes of the meeting.