



Special Educational Needs Policy

January 2018

Reviewed date January 2020

This policy has been developed using the Special Educational Needs (SEN) and Disability Code of Practice 2014, Key principles in the Children and Families Act 2014 and the Disability Discrimination Act 2005. Our vision for children with special educational needs and disabilities is the same as for all children – that they achieve well in their early years, make a good transition to adulthood and lead contented and fulfilled lives.

The aims and objectives of our SEN policy are:

- Identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- Provide a well-balanced foundation stage for all the children attending our nurseries.
- Differentiate planning in order to accommodate individual needs.
- Be inclusive to all children and their families no matter what their level of ability is.
- Working with Parents/Caregivers to put in place suitable plans to enhance children's time with us.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.

The name and contact detail of our Special Educational Needs coordinator (SENCO) can be found on parents' info board at setting

The roles and responsibilities of a SENCO are:

- To oversee the day to day operation of the SEN policy, implementing, monitoring, co-ordinating and ensuring that the policy is working effectively
- To liaise with the child's parents/cares and other professionals who may be involved
- To advise and support other practitioners in the setting and promoting any SEN training
- To put appropriate records and observations in place and keep them up to date
- To put IEP's/ play plans in place and ensure that they are implemented and reviewed regularly
- To review the SEN policy

Additionally our Staff have access to regular training to improve knowledge and understanding around the issues of SEND

- We welcome all children and aim to respond appropriately to each child's individual needs.

- We ask parents/cares to give as much notice as possible if a child has special educational needs, disability or medical need. This will enable us to explore with parents/cares and any other outside professionals, how we can provide most effectively for that child. Children with any medical needs will need care plans to be in place before the child starts.
- We operate a key person system, we have an Early Years Professional (EYP). Staff can be deployed within departments to work with individual children when appropriate (See Key worker policy for additional information).
- We will seek funding to increase adult ratio, where appropriate.
- We plan to further develop our service by continuing to maintain and develop links with other services as well as all staff improving their own knowledge through training courses.
- We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.
- We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage

Additionally:

- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- 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 work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are 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.
- We liaise with other professionals involved with children with special educational needs and their families, including transition arrangements to other settings and schools.
- We work very closely with the area Early Years Advisor.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) as well as behaviour plans, play plans, rewards (stickers, certificates etc), gaining information and support from other professionals and training and research for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. BSL trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education 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, practice and provision and, if necessary, make adjustments.