



Special Educational Needs And Disabilities Policy

Pre-school Manager: Nicky Benson-Dare

This policy will be reviewed annually. It will also be revised following any concerns and/or updates to national and local guidance and procedures.

Statement

We are committed to providing an inclusive setting, recognising the requirements of all children and their families, including those with special educational needs and disabilities. We have regard to the DfE's Special Educational Needs Code of Practice.

Aim

We aim to provide an environment in which all children and their families, including those with special educational needs and disabilities, are supported to reach their full potential.

Procedures

- We identify the specific needs of children with special educational needs and disabilities, and ensure we meet those needs through a range of strategies.
- We ensure we have trained practitioners capable of supporting parents/carers and children with special educational needs and disabilities.
- We work in partnership with parents/carers and external agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

Designated person:

- We designate a member of staff to be Special Educational Needs/Disabilities Co-ordinator (SENCo) and give her name to parents/carers. Our SENCo is Rebecca Ballard.

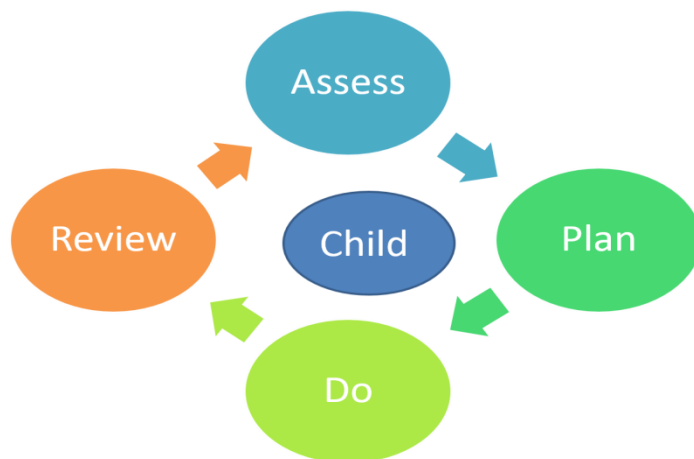
Inclusion and equality in our setting:

- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all staff in the setting.
- We ensure that our physical environment is as far as possible suitable for all children, including those with disabilities.
- We ensure that our inclusive admissions practice promotes equality of access and opportunity for all.

Identifying, assessing and responding to children's special educational needs:

- We use a graduated response system for identifying, assessing and responding to children's special educational needs.

- ✓ Universal: Generalised support, adapting group activities to meet the needs of the individual child
 - ✓ Targeted: Using small interventions and adapting activities to meet the required outcome
 - ✓ Specialist Support: Help is requested from the specialist teaching service. Permission is sought from the parent/carer to take the child's needs to the next allocated Local Inclusion Forum Team (LIFT) meeting. (If intervention is required sooner, the setting SENCo will contact their LIFT representative to request attendance to an earlier meeting)
- We attend regular LIFT meetings, only discussing individual children with parent/carer consent.
 - We discuss and receive consent from parents/carers to share information, before disclosing any personal information identifying an individual child to other professionals.
 - We Assess, Plan, Do Review



Assess

The early years practitioner works with the setting SENCO and the child's parents and:

- Brings together all the information
- Analyses the child's needs

This discussion will build on, and may be held at the same time as, the discussion with parents about their child's SEN and the decision to make special educational provision for them. Special educational needs are generally thought of in 4 broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These broad areas of need are not definitive; the Code recognises that individual children often have needs that cut across all of these areas and that children's needs may change over time. The SEN and disability code of practice is clear that the purpose of identification is to work out what action is needed, not to fit a child into a category. Where there is a need for more specialist expertise to identify the nature of the child's needs, or to determine the most effective approach, specialist teachers, educational psychologists or health, social services or other agencies may need to be involved.

Plan

Where the broad approach to SEN Support has been agreed, the practitioner and the SENCO should agree, in consultation with the parent:

- The outcomes they are seeking for the child*
- The interventions and support to be put in place*
- The expected impact on progress, development and behaviour*
- Date for review*

Plans should:

- Take into account the views of the child*
- Select the interventions and support to meet the outcomes identified*
- Base interventions and support on reliable evidence of effectiveness*
- Be delivered by practitioners with relevant skills and knowledge*
- Identify and address any related staff development needs*

Do

The practitioner, usually the child's key person:

- Remains responsible for working with child on a daily basis*
- Implements the agreed interventions or programmes*

The SENCO supports the key person in:

- Assessing the child's response to action taken*
- Problem solving*
- Advising on effective implementation*

Review

On the agreed date, the practitioner and SENCO working with the child's parents, and taking into account the child's views, should:

- Review the effectiveness of the support*
- Review the impact of the support on the child's progress*
- Evaluate the impact and quality of support*

In the light of the child's progress, they agree:

- Any changes to the outcomes*
- Any changes to the support and*
- Next steps*

SEN and disability code of Practice

- We provide a broad and balanced curriculum for all children
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing plans for children with special educational needs and disabilities.
- We ensure that children with special educational needs and disabilities are appropriately involved at all stages of the graduated response, taking in to account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and disabilities.
- We provide resources (human and financial) to implement our SEND policy.

Working in partnership

- We work closely with parents/carers of children with SEND to create and maintain a positive partnership
- We ensure that parents are informed at all stages of the 'assess, plan, do, review' process.
- We provide parents with information on sources of independent advice and support.
- We allow the families and their children the right to input when deciding how to spend allocated support budgets.
- We work with the required professionals to put together fully integrated and achievable plans for children.
- We liaise with other professionals involved with SEND, including during transition to other settings and schools.
- We provide appropriate training for practitioners and volunteers.
- We ensure the effectiveness of our provision by collecting parental and external agency's views, inspections, and complaints. This information is collated, evaluated and reviewed.
- We provide a complaints procedure.
- We monitor and review our policy annually or sooner if there are changes to national or local legislation or guidance.