



Supporting children with special educational needs

Date: 01/8/2024

Sign: Sam Norris

Renew Date: August 2025

Policy statement

We provide an environment in which all children with special educational needs (SEN) 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 SEN¹.
- We support and involve parents (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 and make adjustments.
- We have a Level 4 & 3 SENDco within our setting.
- All staff have received attention autism training.

Procedures

- For group provision: We designate a member of staff to be the Special Educational Needs Co-ordinator (SENDCO) and give his/her name to parents. Our SENDCO is:
Sam Norris
 - The SENDCO works closely with our colleagues and has responsibility for the day-to-day operation in our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
 - We ensure that the provision for children with SEN is the responsibility of all members of the setting.
 - We ensure that our inclusive admissions practice ensures equality of access and opportunity.
 - Staff gain training on Edu Care for SEN courses
 - Referrals cannot be made without parents/ carers consent
 - 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 and review) applied in increasing detail and frequency to ensure that children progress.
 - 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.
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- We provide parents with information on local sources of support and advice e.g., Local Offer, Information, Advice and Support Service, Children's (specialist drop-in services) Centres.
- We liaise and work with other external agencies to help improve outcomes for children with SEN however; the decision for any private/independent therapists and agreed actions are only in agreement with the nursery and that settings do not have to implement actions from independent therapists etc
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/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.