



Special Educational Needs and Disability Policy

This SEND policy is written in response to the Code of Practice 2001. Our setting has regard to this code and has written this policy outlining our practices and procedures.

Inclusion Statement

Our setting values each child equally, regardless of age, ability, culture or religion and recognises that every child has individual needs. We believe that all children have a right to a broad and balanced curriculum, whatever their individual educational, personal or social needs may be. We will work towards helping each child to realise their full potential by meeting their needs through a differentiated curriculum and adapting activities where necessary.

Our setting recognises the DfES definition of Special Educational Needs:

“A child has a special educational need if he/she has a learning difficulty which calls for a special educational provision to be made for him/ her” Code of Practice, p6 1.3

Kelly Stallwood/Gaynor Baker are the Special Educational Needs Coordinator.

The SENCO is the nominated person who will have responsibility for the day to day running of the SEND policy in regards to:

1. Valuing Parents/Carers.

We consider parental contact to be of great importance and welcome their involvement. We will work in partnership with parents, respecting their views while maintaining confidentiality and sensitivity at all times.

2. Information gathering.

It is the SENCO's responsibility to be aware of information regarding children with SEND in the setting. The SENCO will monitor and assess children using observations from colleagues, records from previous settings, information from the child's parents and discussions with other professionals. Parents will be consulted before and during any action taken to help the child.

3. Monitoring and Record keeping.

Our system of observation and record keeping which operates in conjunction with parents enables us to monitor children's progress and needs on an individual basis. Each child has an Initial profile on entry and we record their progress on the Early Years Foundation Stage Record .

Each child has a One Page Profile on entry where the parent is present to provide information, these are reviewed on an as and when required basis.

Within our setting for every child identified as having a SEND, we will devise a structured programme which is additional or different from those provided as part of the usual curriculum to meet the child's needs. This is One Planning and forms the child's One Plan.

For all children in our setting we will offer a differentiated curriculum which is regularly evaluated to make sure all children are making satisfactory progress. If there is a need to involve outside agencies, this process is part of the child's One Plan.

4. Liaising with other early years settings.

In our preschool liaisons with other settings takes place through regularly attending link groups, cluster groups, informal meetings with staff at next school, training and visiting other settings. With parental permission we pass on records to the child's next setting.

5. Liaison with Local Authority.

Our setting is part of the Early Years and Childcare Development Partnership and as such we value their support in the provision of training, advice and support. We regularly attend the Cluster group each term and will be visited regularly by the Area SENCO.

6. Liaison with other agencies and professionals.

We appreciate outside support from speech therapists, educational psychologists and health visitors. If we have a child with SEND the SENCO will access support from outside agencies where possible, with consent from the parent/carer.

7. Considering the child's views and opinions.

We operate by the Person Centred Approach where the child is at the centre of any decisions made.

We believe it is important to seek the views of the child in an appropriate manner to their age and development. We value the child's point of view and where possible we will take into account the views of the child.

8. Supporting colleagues in the setting.

The SENCO will be a support and reference point for colleagues in all SEND matters. The SENCO will report back from cluster groups and will allocate time to share matters of concern, helping to identify and plan a course of action.

9. Commitment to attend training.

The SENCO will attend the SENCO training and regularly feeds back from the cluster group meetings.

The setting recognises the need for staff to attend appropriate training and every effort will be made by the Manager, to facilitate any training needs which arise.

Role of other staff.

Provision for children with SEND is a matter for everyone in the setting. All staff will be involved in the development of the SEND policy and be fully aware of the procedures for identifying, assessing and making provision for children with special educational needs. Staff will support the SENCO by working with the children and passing on information, while at all times maintaining confidentiality.

The Role of the Director and Manager.

As Director Frances Norris will support the manager Gaynor Baker in her role to:

- Cater for all staffing needs and financial implications in relation to the provision of care for children with SEND.

The Manager will

- Have responsibility for the day to day management and provision for children with SEND.
- Work closely with colleagues and keep staff fully informed of the day to day operation of the SEND policy, coordinating provision for children with SEND with a One Plan.

Support available within the setting for children with SEND.

We acknowledge that a medical diagnosis or disability does not necessarily imply SEND and will make every effort to make reasonable provision when necessary.

The setting has wide doors and is suitable for easy access.

Our key worker system and staff ratio ensures each child receives plenty of attention in small groups.

Our team is committed to training and increasing their knowledge of SEND and we receive regular visits from our Area SENCO.

Equality Act 2010

Though we acknowledge that not all children with a disability have a special educational need we have regard for the Equality Act 2010 and will make reasonable adjustments indoors and outdoors to include all children and their families.

Procedures for complaints about SEND provision

Complaints within our setting will be dealt with as per our general complaints procedure. We aim to resolve any disagreement in a way that is mutually acceptable to all parties as quickly as possible.

Implications for the setting and how they will be managed.

Staff implications –

- Cover will be arranged so that the SENCO can talk to parents or visiting professionals
- Time will be allocated for the SENCO to make observations.
- In the event of any absence of the settings SENCO the manager or the child's key person will take the place of the SENCO and report back to them.

Setting Implications –

- The SENCO will regularly attend cluster groups to receive support and information.
- Children will be put into small groups to enable staff to give 1:1 attention
- Provision will be made for extra resources/ medical needs which may arise.
- We will regularly review this policy on an annual basis but sooner if required to ensure the policy still meets legal requirements, is being implemented effectively and is working in practice. It will be the responsibility of the SENCO although all staff will have input.

Review date and Procedure

This Policy will be evaluated and reviewed annually

Date _____

Review date _____

Reviewed on _____ Signature _____

Reviewed on _____ Signature _____