

9.2 Supporting children with special educational needs

Policy statement

We provide an inclusive environment in which all children, including those 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: 0 to 25 years (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support and involve parents and children with special educational needs, listening to and acting on their wishes and concerns.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies. This includes disabled children with Special Educational Needs.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

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

JENNY MASON

- The SENCO works closely with our manager and other colleagues and has responsibility of the day to day operation of supporting children with the SEN policy and for coordinating provision for children with SEN.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our 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.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs (assess, plan, do, review). This is applied in increasing detail and frequency to ensure that children progress.
- We provide a broad, balanced and accessible curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed and involved at all stages of the assessment, planning, provision and review of their children's education. Where appropriate we take into account children's views and wishes in decisions being made about them relevant to their level of understanding.

- We provide parents with information on sources of independent advice and support eg- local offer.
- We liaise with other professionals, involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We liaise and work with other external agencies to help improve the outcomes for children with SEN.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of assessing, planning, implementing, monitoring, evaluating and reviewing SEN Support Plans for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during the SEN Support process.
- We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF), EHC assessments and SEN Support process and referring children for further assessment.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN.
- We use IEP's to support the child in their learning and development.
- We provide resources to implement our Supporting Children with Special Educational Needs policy.
- We ensure all staff are aware of our Supporting Children with SEN policy and the procedures for identifying, assessing, and making provision for children with SEN.
- We can provide some in-service training for parents, practitioners and volunteers if this is needed.
- We raise awareness of any specialism the setting has to offer via our website, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. SEN Support 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.

Further guidance

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
- EYFS Statutory Framework (2017)
- Working together to Safeguard Children (2018)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2009)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE 2014)

This policy was adopted at a meeting of	Downton Community Preschool	<i>(name of provider)</i>
Held on	September 2020	<i>(date)</i>
Date to be reviewed	September 2021	<i>(date)</i>
Signed on behalf of the provider	<i>M. Thelwell and S. Peacock</i>	
Name of signatory	Matt Thelwell and Sam Peacock	
Role of signatory (e.g. chair, director or owner)	Co-Chairs	

Other useful Pre-school Learning Alliance publications

- The Role of the Early Years Special Educational Needs Co-ordinator SENCO (2006)
- SEND Code of Practice for the Early Years (2014)
- WSCB Website
- Guide to the Equality Act and Good Practice (2015)