**9.2 Supporting children with special educational needs**

**Policy statement**

We provide an 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 (2014).
* We ensure our provision is inclusive to all children with special educational needs.
* We support parents and children with special educational needs.
* 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 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 her name to parents. Our SENCO is **Lisa Thomasson**
* We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
* Our SENCO works closely with other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
* 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.
* We work closely with parents of children with special educational needs to create and maintain a positive partnership.
* We ensure that parents are involved with & informed at all stages of the assessment, planning, provision and review of their children's education.
* Children with SEN have their own One page profile, reviewed termly. They have an IEP to support targets identified by their key person, parents & Senco. Evidence is gathered to support these targets on a continuous basis. IEP reviews are held termly with Parental involvement.
* 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 in connection with transfer arrangements to other settings and schools.
* 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 action plans for children with special educational needs.
* We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.
* We have systems in place for supporting children based on a continuous cycle of ‘assess, plan, do and review’, which is applied in increasing detail and frequency to ensure that children progress.
* We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) or local alternative, for example, Early Help Assessment, Early Years Action Plus (stage 3 of Continuum of Need), Statutory Assessment.
* We use a system for keeping records of the ‘assess, plan, doe and review’ for children with special educational needs.
* 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 any specialism the setting has to offer, 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. action plan reviews, staff and management meetings,4 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**

* SEND Code of Practice for the Early Years (Pre-school Learning Alliance 2014)
* Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
* Early Years Foundation Stage Statutory Framework (DfE 2014)
* The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
* Working Together to Safeguard Children (DfE 2013)
* Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

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| This policy was adopted at a meeting of | NBU5s Preschool | name of setting |
| Held on | June 6th 2023 | (date) |
| Date to be reviewed | June 6th 2024 | (date) |
| Signed on behalf of the management committee |  |
| Name of signatory | Marie Whiting |
| Role of signatory (e.g. chair/owner) | Setting Lead |

**Other useful Pre-school Learning Alliance publications:**

* The Role of the Early Years Special Educational Needs Co-ordinator SENCO 2nd ed (2013)