



Supporting children with Special Educational Needs (SEN)

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 focus on the 4 areas of need as described in the SEND code of practice; Cognition and learning; Social, Emotional and Mental Health and Sensory and/or Physical needs.
- We have in place a clear approach for identifying, responding to, and meeting children's Special Educational Needs.
- The setting will support and involve parents (and children where relevant), actively listening to, and acting on their wishes and concerns.
- We will work in partnership with the local authority and other external agencies to ensure the best outcomes for the children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary make adjustments.

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENco) and give his/her name to parents. At present, we have 2 SENCO's; Sharon Bond and Katie Melvill.

Objectives

Our setting is committed to ensuring that:

- All children have an equal right to education, including those with Special Educational Needs.
- We use a system cycle of assess, plan, do, review, assess. Individual outcomes are set by the Early Years Support Team.
- The parents, key person and SENco will work together to put a SEND Support plan in place.



- The parents, key person and SENco will review the SEND Support Plan every 6 weeks.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- Parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We work in partnership with parents and other agencies in meeting individual children's needs. Our SEND advisory teacher visits on a regular basis to provide support and guidance.
- We provide information for parents on how they support children with SEN and disabilities.
- We monitor and review our policy annually.

To ensure an entitlement for all children we:

- Ensure that our inclusive admissions practice ensures equality of access and opportunity.
- Liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- Provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We endeavour to provide resources (human and financial) to implement our Special Educational Needs Policy.
- Provide in-service training for practitioners and volunteers.
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- Provide a complaints procedure.

Parental Involvement

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



- If necessary, we will access information and support for parents in community languages.
- We hold regular meetings, both formal and informal, with parents to enable us to work together through all SEN stages and to share information about their child with their child's key person.
- We provide parents with information on sources of independent advice and support.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.

Procedures

- We work with the SEND advisory team at Central Bedfordshire and follow the process of observation, initial assessment, early years' allocation meetings to secure funding and referring for Education, Health Care Plans where necessary.
- The SENco will work closely with the manager and other colleagues. The SENco will have the 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 provision for children with SEN is the responsibility of all staff members in the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- 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.
- Where appropriate, 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 local sources of support and advice e.g Local Offer, Information, advice and support services. Our local offer, name of SENCo and SEN policy can be found on our website.



- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment, eg Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for indentifying, assessing and making provision for children with SEN.
- We raise awareness of our Special Educational provision via our website.
- We ensure the effectiveness of our Special Educational needs provision by collecting information from an agency's view, inspections and complaints. This information is collected, evaluated and reviewed annually.
- We have a complaints procedure.
- We monitor and review our policy annually.

Further Guidance

- Early years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted at a meeting Aspley Guise Pre-school

of

Held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the management
committee

Name of signatory _____

Role of signatory _____



Signed on behalf of staff

Name of signatory

Role of signatory
