

Beatle Woods

Special Educational Needs / Disability Policy

Statement of intent

We provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential.

Aims

- We have regard for the DfE and DoH Special Educational Needs Code of Practice (2014)
- We comply with the Statutory Framework for Early Years Foundation Stage (2017).
- We comply with the Equality Act (2010)
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN) / disabilities.
- We identify the specific needs of children with SEN / disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments. PLAN, DO & REVIEW.

Methods

- The Designated Special Educational Needs Coordinator (SENCO) is **Claire Sargeant** and the Deputy Designated Special Educational Needs Coordinator (SENCO) is **Rachel Macbeth-Webb**.

Our SENCO

- Works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our SEND Policy
- Co-ordinates provision for children with special educational needs within our setting
- Offers support for parents / carers
- Supports staff development
- Liaises with other professionals / agencies
- Ensures appropriate records are kept
- Assists staff in making observations and assessments
- Assists staff in planning for children with special educational needs
- Contacts our Early Years SEN Advisory Teacher at an early stage for informal advice and support

We provide a statement showing how we provide for children with SEN / disabilities. We ensure that the provision for children with SEN / disabilities is the responsibility of all members of the setting.

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We ensure that our physical environment is as far as possible suitable for children with disabilities.

We work closely with parents of children with SEN / disabilities to create and maintain a positive partnership. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education. We provide parents with information on sources of independent advice and support. We liaise with other professionals involved with children with SEN / disabilities and their families, including transfer arrangements to other settings and schools.

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

We provide a broad and balanced curriculum for all children with SEN / disabilities. We provide a differentiated curriculum to meet individual needs and abilities.

We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs/ EHCP's) for children with SEN/disabilities.

We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.

We provide resources (human and financial) to implement our SEN / disability policy.

We ensure the privacy of children with SEN / disabilities when intimate care is being provided.

We will respect parent's/carer's rights to confidentiality when supporting children with special educational needs.

We will always discuss any possible referrals to other services with parents/carer's to seek their agreement before we make such referrals.

All meetings with parents/carer's other than the normal parent staff contact will take place in private.

All our staff will need to be aware of any Individual Support Plan (ISP) or Education Health Care Plan (EHCP) targets agreed for a child as they are all likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets is privileged information which should not

be shared with anyone without the permission of either the setting Manager, SENCO or parent/carer.

Where possible practitioners and volunteers attend SENCO training.

We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.

We ensure the effectiveness of our SEN / disability provision by collecting information from a range of sources e.g. IEP 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.

The Graduated Approach as outlined in The SEND Code of Practice 0 – 25 years (2014):

Below is the SEN Support that we provide for identifying and supporting children with SEN or disabilities within our setting:

Assess

- We use initial observations and assessments from staff, information received from external resources and/or parental concern to support early identification.
- We use on-going observational assessments linked to the Early Years Outcomes/Development Matters to support early identification of needs.

Plan

- We use Individual Support Plans (ISPs) and EHCP's to agree targets, interventions and support for a child identified with special educational needs with a child-centred focus and outcomes underpinning and informing the content of the plan.
- The SENCO will liaise with the child's parents/carer's, together with the child and external agencies, if appropriate, in planning new ISPs/EHCP's.
- We encourage parents/carer's to attend ISP/EHCP meetings.

Do

- Key Person / Inclusion Support Worker will be responsible for working with the child on a daily basis
- Our SENCO will support and oversee implementation of the ISPs/EHCP's.

Review

- The SENCO will organise review meetings with parents/carer's, Key Person and/or Inclusion Support Worker and external professionals to monitor progress.

Request for Statutory Assessment

- If a child is not making expected progress, we will discuss requesting a Statutory Assessment in consultation with the parents/carer's and outside professionals.
- The Local Authority (LA) considers the need for a statutory assessment via the Nursery & Foundation Panel, and if appropriate a multi-disciplinary assessment will be made.
- Where the local authority decides to carry out an EHC plan needs assessment it will seek information from us about the child's needs.

Education, Health & Care Plan (EHC Plan)

- EHC Plans will be reviewed at least every three to six months to ensure that provision continues to be appropriate.

Guidance:

Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 years (DfE & DoH 2014))

Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)

Equality Act (2010)

Early Years Foundation Stage Statutory Framework (DfE 2014)

Working Together to Safeguard Children (DfE 2013)