



## Special Educational and Disability Policy (SEND)

### Policy Statement

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

- We have regard to the Early Years Guide to the 0 – 25 Special Educational and Disability Needs Code of Practice (2014), and relevant legislation.
- We follow the welfare and safeguarding requirements of the EYFS.
- We ensure our provision is inclusive to all children with special educational and disability needs.
- We support parents and children with special educational and disability needs.
- We acknowledge the importance of early intervention and identifying the specific needs of our children with special educational and disability needs, initially by way of assessment from two year summary check. Where additional support might be needed or concern that a child may have developmental delay, in relationship with the four broad areas of need, (NCC Early Years Descriptors), strategies will be implemented to meet those needs, through a range of SEND strategies, including targeted action plans.
- We work in partnership with parents and other agencies in meeting the individual children's needs. (Individual Care Plans / Educational Health Care Plans)
- We monitor and review our policy, practice and provision, and, if necessary make adjustments, to ensure access and inclusion for all children with SEND.
- Where despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting will consider requesting an Education, Health and Care needs assessment.
- We have regard to children's views, wishes and feelings.
- We do NOT directly or indirectly discriminate against or harass children with disabilities.

### Procedures

- We designate a member of staff to be Special Educational and Disability Co-ordinator, and inform parents of his/her name. Our SENCO is:- **Jackie Hayward**.  
The roles and responsibilities are to ensure and oversee that staff are aware of and adhere to the SEND Code of Practice and any changes to legislation.
- We ensure that the provision for children with special educational or disability needs is the responsibility of all members of staff. However, the child's key person remains responsible for working with the child on a daily basis in order to deliver an individualised program.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents and children with special educational and disability needs, 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 the Local Offer, and sources of independent advice and support.
- We liaise with other professionals involved with children with special educational and disability needs, and their families, including transition arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children, including those with special educational and disability needs.
- We use the graduated approach system for identifying, (NCC Early years Descriptors) assessing and responding to children’s special educational and disability needs, to ensure the child’s needs continue to be met, by way of ASSESS-PLAN-DO-REVIEW.
- We ensure that the views of the children, with special educational and disability needs, and the parent, are listened to, and that they are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.
- We have systems in place for supporting children during any assessment processes, including those who may have specific circumstances.
- We have a system for keeping records of assessments, planning, provision and review for children with SEND. (Educational Health Care Plans, Individual Care plans, Personal Emergency Evacuation Plan).
- We provide resources (human and financial) to implement our Special Educational and Disability Policy. We have notional SEND budget, however the Local Authority must consider each request for a Personal Budget on the individual merits of each case.
- We ensure that staff will attend, whenever possible, training regarding SEND.
- We ensure the privacy of children with SEND, when intimate care is being provided.
- We raise awareness of any specialism pre-school has to offer.
- We ensure the effectiveness of our SEND provision, by gathering information from a range of sources, e.g., progress summaries, individual progress tracker, target action plans, staff and management meetings, parental and external agencies’ views, inspections and complaints. This information is collated, evaluated and reviewed regularly.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Adoption of policy

This policy was adopted at a meeting of \_\_\_\_\_ name of Setting

Held on \_\_\_\_\_ (date)

Date to be reviewed \_\_\_\_\_ (date)

Signed on behalf of the Committee \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_