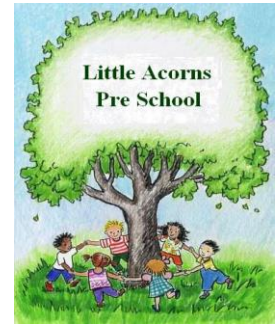


Safeguarding and Welfare Requirement: Equal Opportunities

9.2 Supporting children with Special Educational Needs & Disabilities (SEND)



Policy Statement

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

- We have regard for the Special Educational Needs & Disability (SEND) Code of Practice (2014).
- We support parents and children with special educational needs.
- We have arrangements in place to identify and support children with SEN or disabilities.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision.
- We co-operate with our local authority in meeting its duties to children with SEN

Procedures

- We have an inclusive approach designed to be responsive to individual needs.
- We focus on developing improved outcomes and closing the achievement gap.
- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is:

Oaks – Sandra Butler
Acorns – Jacqueline Harvey

- We ensure that the provision for children with special educational needs 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 approach system (assess, plan, do and review) for identifying, assessing and responding to children's educational needs.
- We work closely with the parents of children with special educational needs involving them in decision making to create and maintain a positive partnership. The wishes, views and feelings of children and their parents are listened to.
- 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 special educational needs and their families, including transition 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 Individual Educational Plans (IEPs) for children with special educational needs.
- We have systems in place for working with other agencies and a Needs Assessment for an Education Health Care plan (EHCP).
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff through the local offer.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views and inspections.
- We track progress of SEN children.
- We monitor and review our policy annually.

