Special Educational Needs and Disabilities Policy

I am aware that some parents, carers and children have specific needs that require support and assistance. I am committed to providing activities and services, which are accessible, welcoming and appropriate to ALL families.

I believe that all children, young people and adults are individuals first and foremost. I believe inclusion is not optional. It is an essential part of a better and more just society. As the Special Educational Needs Co-ordinator (SENCo) I will work with the SEN inclusion policy.

**Identifying special educational needs**

I recognise the importance of early identification and intervention from appropriate professionals. This is vital to enable each child’s health and well-being and I will consider the needs of the whole child which will include not just the special educational needs of the child or young person.

I recognise that some children have needs which impact on their learning and development which are not Special Educational Needs. This may include EAL. I further recognise that behaviour is not an acceptable way of describing SEN and any concerns relating to a child’s behaviour should be described as an underlying response to a need which I will identify at the earliest opportunity.

I believe that children with additional needs should have opportunities to access the full range of activities through which they can develop and learn through play. Support is given to children with special educational needs so that they can have full access to the curriculum. Should a child require additional support this may be looked at on an individual basis and additional funding requested but will not be explored as an option until all other avenues of support have been tried.

**A graduated approach to SEN support**

I adopt a graduated approach which is informed by EYFS materials and the Code of Practice.

I recognise the importance of early identification and will strive to ensure that children with developmental delay should receive early interventions to address their needs. I have a comprehensive assessment and tracking system in place that enables me to analyse any specific needs or gaps in learning. I also work in partnership with parents and carers recognising their importance in the assessment process and sharing concerns in order to establish the support that the child needs.

Should a child need something additional to or different from the level of support given through differentiation in the setting, I will discuss this with the child’s parents or carers and put together an Action Plan for that child. This level of support is described as ‘SEN Additional Needs’. The child’s Health Visitor is informed so that he/she can contribute to the assessment and planning process. I will then work with the child on a daily basis and ensures that the Actions are incorporated into the daily routine.

Monitoring of children’s development is ongoing and Action Plans are reviewed every 12 weeks, sooner if appropriate, again working with parents or carers to ensure that support is matched to need. Next steps, changes to the outcomes and support for the child in light of the child’s progress and development, will be agreed at these meetings. Plans take into account the views of the child where possible.

I will keep comprehensive records of all those children I am monitoring or on Action Plans, including their level of need, professionals involved and review dates.

The effectiveness of support and its impact on the child’s progress is discussed at these review meetings and it will be decided whether advice and support from other agencies, e.g. Advisory teacher, speech and language therapists, paediatricians, Portage & Preschool, educational psychologists, etc., is needed. Parents and professionals currently involved with the child will then be invited to future meetings as well as other professionals who may need to know the child.

**Supporting Children and Families**

Families benefit from fully integrated, specialist services, which improve outcomes for our children, including those with learning difficulties and/or disabilities. I will look at the individual needs of every child, parent or carer and support them in reaching their full potential.

I will adopt a collaborative approach in meeting the special needs of any child, parent or carer. I will actively seek to involve parents, carers and the child themselves in deciding what intervention will best suit their needs. I will ensure effective partnerships are encouraged with parents and carers and promote engagement.

I will ensure that when developing my provision, decisions will be based on equality of opportunity. All children, parents and carers irrespective of disability or special needs will have the right to support to develop their skills and abilities.

**A Multi agency approach**

In accordance with The National Service Framework for Children and Young People and Maternity Services (DOH 2004), I will support parents and carers to access appropriate information and where referral to other services is required this will be done quickly and effectively. Parents and carers will be signposted and supported to access the Local Offer.

I will strive to ensure that children with developmental delay should receive early interventions to address their needs, provided by a range of health, education and social care professionals, in a variety of settings. In order to do this an Education, Health and Care Assessment may be requested.

**EHC Assessment**

Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of a child, the child has not made good progress, a request for an Education, Health and Care Assessment will be made.

The eligibility criteria are then used to decide whether the assessment should go ahead or not.

**Local Offer**

The Local Offer provides information for children and young people with special educational needs and/or disabilities (SEND) and their parents or carers in a single place.

It gives information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives families more choice and more control over what support is right for their child.

The Local Offer provides information on a number of things, including:

* special educational provision
* health provision
* social care provision
* other educational provision
* training provision
* travel arrangements for children and young people to schools, colleges and early years education
* preparing for adulthood, including housing, employment and leisure opportunities

**Supporting Children with medical conditions**

I recognise that children with medical conditions should be well supported so that they have full access to the provision, including trips and outings. Where children with medical conditions are disabled, I will comply with my duties under the Equality Act 2010.

Not all children with medical conditions will have a statement or Education, Health and Care (EHC) plan. Where children with medical conditions have Special Educational Needs supported through a statement or EHC plan, I will work within the child’s plan, following the SEND Code of Practice (2015).

In any instance, I will support the child’s medical conditions by following the Health, Illness and Emergency policy.

**Monitoring**

I will review this policy on an annual basis or sooner if appropriate.

**Training**

I will continue to access continuous professional development to ensure my ability to comply with this policy. Additional training regarding medical issues will be organised prior to the child accessing the setting, this will ensure the child’s safety and well being are paramount.

I will ensure that resources are available and targeted effectively and equitably at children and others as appropriate with special needs. Individual support for children with specific needs will be looked at on an individual basis.

I will ensure that all parents and carers are able to contribute to the development of this policy through channels of communication that are appropriate and inclusive.

**Roles and Responsibilities**

THE ROLE OF THE SENCo

The SENCo is responsible for coordinating the provision for children with special needs. The role will include:

* Assessing each child’s specific needs and adapting the facilities, procedures, practices and activities as appropriate
* Ensuring that parents and carers are closely involved throughout and that their insights inform action taken
* Preparing, implementing and reviewing appropriate Action Plans ensuring that any actions following the reviews are followed through
* Ensuring that accurate observations and assessments of children’s progress are regularly made and properly recorded
* Making referrals to other agencies where necessary
* Liaising between parents and carers of children with special educational needs and other professionals
* Liaising with other agencies and seeking advice, support and training as necessary
* Collecting, recording and updating information about children with special educational needs

RESPONSIBILITIES

I will adopt a collaborative approach in meeting the needs of any child, parent of carer. I will actively seek to involve parents, carers and the child themselves where possible in deciding on the intervention that will best meet their needs.

**Managing and Storing information**

Information and documents will be stored safely and securely in line with the Documentation and Information policy and General Data Protection Regulations (GDPR).

**Dealing with Complaints**

Any complaints should be made directly myself and will be dealt with in accordance with the Compliments and Complaints Policy. Where parents and carers feel they cannot bring the complaint to my attention, Ofsted can be notified.

**Legislation**

I acknowledge and have a commitment to the following legislation:

* Special Educational Needs and Disability Code of Practice 0-25 years, January 2015
* Children and Families Act 2014
* Equality Act 2010
* Statutory Framework for the Early Years Foundation Stage 2021
* Special Educational Needs and Disability Regulations 2014
* National Service Framework for Children, Young People and Maternity Services 2004

Each of these highlights a growing emphasis on including children. They also emphasise the need for early intervention, to strengthen partnerships and to improve the quality of provision. The overall aim is to ensure that ALL children and families are given the best start in life.