



Policy Document:

Supporting Children with Special Educational Needs.

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Definition

We recognise the DfE definition of Special Educational Needs. “A child or young person has SEND if they have learning difficulty or disability which calls for special educational provision to be made for him or her.” (SEND Code of Practice 2015)

Policy statement

We provide an environment in which all children, including those with additional needs are supported to reach their full potential.

- This policy has been written in accordance with the DFES **Special Educational Needs Code of Practice** (Jan 2015).
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- We ensure our provision is inclusive to all children with additional needs.
- We support parents and children with special educational needs, (SEN).
- We identify the specific needs of children with additional needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting children’s needs.
- We review and monitor our policy and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Needs Coordinator (SENCO).
 - Our SENCO is: Yvonne Brown.
- The SENCO will:
 - Know where all the information regarding each child is located (in line with data and GDPR policies and procedures).
 - Ensure all staff members who work with the child also have this information (in line with information sharing policy).
 - Ensure parents/carers are kept informed and have the opportunity to attend meetings held regarding their child.
 - Support colleagues in planning to meet the needs of a child with SEN.
 - Advise colleagues about the range of strategies available to use.
 - Identify staff training needs and encourage them to attend relevant training.
- We ensure that the provision for children with additional needs is the responsibility of ALL members of the setting.
- We ensure that our inclusive admissions practice provides equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children’s additional needs.
- We work closely with the parent/carers of children with additional 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 progress.
- We provide parents/carers with information on sources of independent support and advice.
- We liaise with other professionals involved with children with additional needs and their families, including transfer arrangements to other setting and school.

- We provide a broad, balanced and differentiated curriculum for all children with additional needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing *Targeted Support Plans* (TSP'S) for children with additional needs.
- We use a system for keeping records for the assessment, planning, provision and review for children with additional needs.
- We provide resources to implement our special needs policy.
- We provide in-service training for staff and volunteers.
- We provide a complaints procedure.
- We monitor and review our policy annually.