

**Special Educations Needs and Disability Policy**

We provide an environment in which all children are supported to reach their full potential.

**Aims**

* We have regard for the DfES Special Educational Needs Code of Practice.
* We include all children in our provision.
* We provide practitioners to help support parents and children with Special Educational Needs (SEND)
* We identify the specific needs of children with SEND 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.

**Methods**

* We designate members of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.
* We provide a statement showing how we provide for children with SEND
* We ensure that the provision for children with SEND 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 SEND to create and maintain a positive partnership.
* We ensure that parents are informed at all stages of the assessments, planning, provision and review of their children’s education.
* We consult with both the children and their parents in planning and decision making about all aspects of their SEND. We have adopted a person-centred approach within a family context, ensuring the involvement of parents and children. In Essex, person-centred planning is known as ‘one planning’.
* We provide parents with information on sources of independent advice and support.
* We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools.
* We use the graduated response system for plan, do and review for children’s special educational needs.
* We provide a broad and balanced curriculum for all children with SEND.
* We provide a differentiated curriculum to meet individual needs and abilities.
* We use a system of planning, implementing, monitoring, evaluating and reviewing for children with SEND.
* We ensure that children with SEND 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 SEND.
* We provide resources both human and financial where possible to implement our SEND policy.
* We ensure the privacy of children with SEND when intimate care is being provided.
* We provide in-service training for practitioners and volunteers.
* We raise awareness of any specialism the setting has to offer such as Makaton trained staff. We are aware of training organisations to promote the awareness of SEND and will use them when appropriate.
* We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. Outcomes, SEND Planning, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* We provide a complaints procedure.
* We monitor and review our policy annually.
* We ensure that all children are entitled to an education that enables them to achieve the best possible education as well as other outcomes and to become confident young children, with a growing ability to communicate their own views and ready to make the transition to compulsory education.

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Signed: G . Owers