

Safeguarding and Welfare Requirements: Special Education Needs

Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice

Supporting children with Special Educational Needs and Disabilities

Policy statement

- We provide an environment in which children with Special Educational Needs and Disabilities (SEND) are supported to reach their full potential.
- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- Our inclusive admissions practice ensures equality of access and opportunity.
- We identify the specific needs of children at the earliest opportunity and meet those needs through a range of strategies.
- We work in partnership with parents and agencies such as Integrated Disability Service, Speech and Language Therapy and Health Visitors to meet the needs of each child.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We provide resources (human and financial) to implement our SEND policy.

Description of our Setting

We have a spacious and flexible indoor area, with disabled toilet, and ramped access to the front and rear of the building. We have a communication friendly environment, with the use of visual timetables and choice boards. There is an easily accessible outdoor classroom and play area and use of the school playing field.

How we identify children with Special Educational Needs

- Parents complete registration forms and are invited to bring their child to a play session.
- Every child has a Key Person in the setting, who has regular meetings with parents. (Please read Key Person Policy)
- We work with parents to identify any areas of concern in their child's development.
- We get to know the child through play and making observations.

Support for children with Special Educational Needs

- We use Individual Educational Plans which are devised and reviewed with parents on a regular basis – using the Assess, Plan, Do, Review method contained in the SEN Code of Practice 2014
- If adequate progress is not made, we can refer to outside agencies for help, with permission of parents.
- Little Greg's has good working relationships with local support services including Integrated Disability Service, Speech and Language Therapy, Health Visitors and Children's Centres.
- We work with other agencies using the framework of Early Assessment, Early Support and Education and Health Care Plans

Staff

- We designate a member of staff to be the Special Educational Needs and Disabilities Co-ordinator (SENDCO) and give his/her name to parents. Our SENDCO is.... **Sarah Wilkes**.... Our SENCO Assistant is..... **Renata Barys**.
- The SENDCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs and Disabilities Policy and for co-ordinating provision for children with SEND.

Safeguarding and Welfare Requirements: Special Education Needs

Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice

- We ensure that all our staff are aware of our SEND Policy and the procedures for identifying, assessing and making provision for children with SEND.
- We ensure that the care for children with SEND is the responsibility of all practitioners in the setting.
- Staff training is kept up-to date and we raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.

Partnership with Parents

- If a child is not making progress under our universal provision, we will work with the parents to create an Individual Education Plan. This plan will be discussed usually on a 6-8-week basis using the Assess, Plan, Do, Review procedure outlined in the Special Educational Needs Code of Practice 2014. If the child does not make adequate progress, we will, with the parents' permission, seek advice from outside agencies such as the Integrated Disability Service.
- We work closely with the parents of children with SEND to create and maintain a positive partnership.
- We ensure that children with SEND are appropriately involved in the forming of their Individual Education Plans, taking into account their interests and level of ability.
- We provide parents with information on sources of independent advice and support such as Warwickshire SENDIAS.
- We provide training to parents where appropriate.

Transition to school/other settings

- We arrange a meeting for the parents with the new school or setting.
- Information will be shared, with the parents' permission, on the best way to support the child.
- The transition process will be easy as possible, using photo books, visits and play to prepare the child.

Complaints

- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints' procedure.

Reviewing our Provision

- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. Individual Education Plan reviews, feedback from parents, staff and management meetings, external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.