

### **Safeguarding and Welfare Requirements: Special Educational Needs**

Early years providers must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND).

## **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: 0 to 25 years (2015).
- 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 EY Inclusion and SEND, 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 offer a spacious and flexible indoor environment designed to support a wide range of activities and learning experiences. The setting is fully accessible, with ramped entry points at both the front and rear of the building, as well as a disabled toilet to ensure inclusivity for all children and visitors.

We promote a communication-friendly environment, incorporating visual timetables and choice boards to support understanding, independence, and effective communication for all learners.

Our facilities also include easy access to a well-equipped outdoor classroom and play area, providing opportunities for exploration and active learning. In addition, we make use of the school playing field to further enhance physical development and outdoor experiences.

### **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, (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: 0 to 25 years 2015.
- 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 EY Inclusion and SEND, 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

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#### 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 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.
- 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: 0 to 25 years 2015. If the child does not make adequate progress, we will, with the parents' permission, seek advice from outside agencies such as the EY Inclusion and SEND team.
- 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.

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### **Reviewing our Provision**

We ensure the effectiveness of our SEND provision by gathering information from a range of sources, including Individual Education Plan (IEP) reviews, feedback from parents, staff and management meetings, external agency reports, inspections, and any complaints. This information is carefully collated, evaluated, and reviewed on an annual basis to support continuous improvement.