**Supporting children with special educational needs**

**Policy Statement**

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

Aims

* We have regard for the SEND Code of Practice (2015)
* We ensure our provision is inclusive to all children with special educational needs (SEND)
* We identify the specific needs of children with SEND and meet those needs through a range of SEND strategies.
* We work in partnership with parents and other agencies in meeting individual children’s needs.
* We monitor and review our policy, practice, and provision and, if necessary, make adjustments.

Procedures

* We designate a member of staff to be Special Educational Needs Co-Ordinator (SENCO) and give his/her name to parents. Our SENCO is Karen Gill.
* We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
* We ensure that our inclusive admissions practice ensures quality of access and opportunity.
* We use the graduated response system for identifying, assessing, and responding to children’s special educational needs.
* We work closely with parents of children with special educational 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 education.
* We provide parents with information on source of independent advice and support.
* We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
* We provide a broad, balanced and differentiated curriculum for all the children with special educational needs.
* We use a system of planning, implementing, monitoring, evaluating, and reviewing Individual Support Plans (ISPs) for children with special educational needs.
* We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
* If the child needs a greater level of support, or is not making progress on the ISP, then further advice will be sought from external agencies (ie. SENCO Advisor, Speech and Language Therapist, Occupational Therapist, Educational Psychologist) Parents will be fully consulted, informed, and involved in the process. Where appropriate, we will support the family by working towards an Education and Health Care Plan (EHCP) for the child.
* We use a system for keeping records of the assessment, planning, provision, and review for children with special educational needs.
* We provide resources (human and financial) to implement our special educational needs policy.
* We ensure the privacy of children with special educational need when intimate care is being provided.
* We raise staff awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
* Regular reviews of our practice will help identify training needs and practitioners will attend any training that is relevant and available.
* We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Support Plan reviews, staff and management meetings, parental and external agency’s view, inspections and complaints. This information is collated, evaluated, and reviewed annually.
* We provide a complaints procedure.
* We monitor and review our policy annually.

This policy was adopted at a meeting of: .............................................................................

Held on: ................................................................................................................................

Date to be reviewed: .............................................................................................................

Signed on behalf of the management committee: ................................................................

Name of signatory: ..................................................................................................................

Role of signatory (e.g. chairperson): .....................................................................................