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**Supporting Children with Special Educational Needs and Disabilities Policy**

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**Policy Statement**

* We provide an environment in which all children with special educational needs (SEND) are supported to reach their full potential.
* We have regard for the Special Educational Needs and Disability Code of Practice (2015).
* We have in place a clear approach for identifying, responding to, and meeting children’s SEND.
* We support and involve parents (and where relevant children) actively listening to and acting on their wishes and concerns.
* We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
* We regularly monitor and review our policy, practice and provision and if necessary make adjustments.
* We attend local SENDCO meetings and conferences to ensure that we keep up-to-date with best practice and any changes in legislation.

**Procedures**

We have a member of staff designated to be Special Educational Needs Co-Ordinator (SENDCO) and given their name to parents. Our SENDCO is **JO COOK**.

The SENDCO works closely with the staff team and have responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs & Disability Policy and for co-ordinating provision 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 provide a broad, balanced and differentiated curriculum for all children which is tailored to children’s individual interests & needs.

We apply SEND support to ensure early identification of children with SEND.

We use the graduated approach system (assess, plan, do and review) applied to increasing detail and frequency to ensure that children progress.

We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children’s special education including all decision-making processes.

Where appropriate we consider children’s views and wishes in decisions being made about them relevant to their level of understanding.

We provide parents with information on local sources of support & advice e.g Locall Offer, Information, Advice & Support Service.

We liaise and work with other external agencies to help improve outcomes of children with SEND.

We have systems in place for referring children for further assessment, e.g. Common Assessment Framework/Early Help Assessment & Education, Health & Care (EHC) Assessment.

We provide resources (both human and financial) to support children with Special Educational Needs or Disabilities. We ensure that all our staff are aware of ‘Supporting Children with Special Educational Needs & Disabilities Policy as well as the procedures for identifying, assessing and making provision for children with SEND. If necessary, we provide in-service training for parents, practitioners and volunteers. We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency views, inspections and complaints. This information is collated, evaluated and reviewed annually. We provide a complaints procedure. We monitor and review our policy annually.

**Further Guidance**

Early Years Foundation Stage Statutory Framework (DfE 2017)

Working Together to Safeguard Children (DfE 2015)

Special Educational Needs and Disability Code of Practice (DfE & DoH 2015).

**MEMBERS OF STAFF, STUDENTS & VOLUNTEERS**

Sign and date below to confirm you have read this policy and will adhere to it in future practice:

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