Busy Fingers

**Supporting children with special educational needs**

**Policy statement**

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

* We have regard for the Special Educational Needs and Disability Code of Practice (2014).
* We have in place a clear approach for identifying, responding to, and meeting children’s SEN[[1]](#footnote-1).
* We support and involve parents/carers (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 SEN and their families.
* We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

**Procedures**

* We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is:

Laura Jones

* The SENCO has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
* We ensure that the provision for children with SEN 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.
* We apply SEN support to ensure early identification of children with SEN.
* We use the graduated approach system (assess, plan, do and review) applied in 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
* We, where appropriate, take into account children’s views and wishes in decisions being made about them, relevant to their level understanding.
* We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
* We liaise and work with other external agencies to help improve outcomes for children with SEN.
* We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
* We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
* 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 2014)

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| --- | --- | --- |
| This policy was adopted by |  | *(name of provider)* |
| On |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  |
| Name of signatory |  |
| Role of signatory (e.g. chair, director or owner) |  |

**Other useful Pre-school Learning Alliance publications**

* Guide to the Equality Act and Good Practice (2015)
* SEND Code of Practice for the Early Years (2014)
1. This includes disabled children with special educational needs [↑](#footnote-ref-1)