

# Special Educational Needs / Disability Policy

## Statement of intent

We provide an environment in which all children are supported to reach their full potential.

## Aims

- We have regard for the DfE Special Education Needs and Disability Code of Practice: 0-25 years 2015.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN) / disabilities.
- We identify the specific needs of children with SEN / disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

## EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and well-being	2.1 Respecting Each Other 2.2 Parents as partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 3.2 Supporting Every Child 3.3 The Learning Environment 3.4 The Wider Context	4.1 Play and Exploration 4.2 Active Learning 4.3 Creativity and Critical Thinking 4.4 Areas of Learning and Development

## Methods

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give their names to parents.
- We provide a statement (Local Offer) showing how we provide for children with SEN / disabilities.
- We ensure that the provision for children with SEN / disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN / disabilities 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 sources of independent advice, support and our Local offer.
- We liaise with other professionals involved with children with SEN / disabilities and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced Early Years Foundation Stage for all children with SEN / disabilities.
- We provide differentiated activities/experiences for all children with SEN / disabilities.

- We use a system of planning, implementing, monitoring, evaluating and reviewing early development plans (EDPs) for children with SEN / disabilities.
- We ensure that children with SEN / disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN / disabilities.
- We provide resources (human and financial) to implement our SEN / disability policy.
- We ensure the privacy of children with SEN / disability when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEN / disability provision by collecting information from a range of sources e.g. EDP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually

<b>Manager of Pre-school</b>	
Signed.....	<i>R. Mitchell</i>
Date.....	<i>16.12.15</i>
<b>Governing Body</b>	
Signed.....	<i>[Signature]</i>
Date.....	<i>16<sup>th</sup> DECEMBER 2015</i>
<b>Next Review Date October 2016</b>	