

## **Special Educational Needs Policy (SEN)**

### **Policy statement**

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

- We have regard for the SEN & Disability code of practice.
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN 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 the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SEN Coordinator (SENCO) is Jane Bates.

- 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 equality 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 the 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 sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all 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.
  - We implement SEN support and use a cycle of action – assess plan, do, and review.
  - [www.gov.uk/government/publications/send-guide-for-early-years-settings](http://www.gov.uk/government/publications/send-guide-for-early-years-settings)
  - [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
- 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 Supporting Children with Special Educational Needs Policy.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meeting, parental and external agency's views, inspections and complaints. This information is collaged, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Our system of observation and record keeping which operates in conjunction with parents/carers enables us to monitor children's needs and progress on an individual basis.

We follow the guidance of the Code of Practice for SEN, which recommends a graduated approach, making small changes to the environment and to activities so that all can benefit.

The progress of all children is regularly monitored using the Early years Foundation stage Profile tracker sheets.

Our broad curriculum ensures that children of all abilities are encouraged to develop.

Our staff attend, wherever possible, in-service training on special needs, arranged by the LEA or relevant outside agencies.

Our work with parents/carers is always confidential and respectful of their wishes. We take account of the views of the child and record their feelings and opinions.

If there are any complaints, parents/carers should first approach the Playgroup Supervisor (Lorraine Mold).

Further guidance:

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)

- The Team Around the Child (TAC) and the Lead Professional: A guide for Managers (CWDC 2009)

- The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2009)

- Children and Families act 2014

- Children with more complex needs may be in receipt of an Education & Health care plan (replacing a statement). We will work with the relevant agencies to deliver the support required by the EHC plan.

Details of the local offer can be found at : [www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer](http://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer) (see local offer policy)

September 2019

Review Date: January 2021