

Special Educational Needs & Disabilities (SEND) Policy & Procedure

Policy statement

- We provide an environment in which all children with SEND are supported to reach their full potential.
- We have regard for the Special Educational Needs and Disability Code of Practice (January 2015).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND.
- We support and involve parents, 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 and their families.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO).
- The SENCO works closely with the manager, practitioners and parents and together take the responsibility of supporting children with SEN.
- 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 support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) 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 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 staff are aware of identifying, assessing and making provision for children with SEN.
- We identify and assess children with English as an additional language (EAL), as a multilingual nursery our practitioners look carefully at all aspects of a child's learning and development to establish whether any delay is related to EAL or if it arises from SEN.
- We provide out-sourced and in-service training for parents & practitioners.
- We ensure the effectiveness of our SEN needs provision by collecting information and reviewing annually.
- We provide a complaints procedure. (Please see Complaints Policy in Chapter 60 of this manual)
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (September 2021)
- Working Together to Safeguard Children (July 2018)
- Keeping Children Safe in Education (September 2021)
- Special Educational Needs and Disability Code of Practice (January 2015)

