

Special Education Needs and Disability (SEND) Policy

Statement of Intent

The Centre is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

The Centre believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

The Centre is committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. The centre is committed to working with any child who has a specific need and/or disability to enable every child to make full use of the Centre's facilities. All children have a right to a broad and well-balanced early learning environment.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parents
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child's development.

All children will be given a full settling in period when joining the Centre according to their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have
- Special Educational Needs & Disability (SEND) Policy 2017

Special Education Needs and Disability (SEND) Policy

regard for the Revised Special Educational Needs and Disability Code of Practice 0-25 yrs. 2014

- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities.
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a Special Educational Needs Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs and Disability and the SEND Code of Practice
- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the child's health visitor, health and education authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the day according to their individual needs and abilities
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

Our Centre Special Education Needs Co-ordinator (SENCO) is Herjinder Sambhi. She works closely with all staff to make sure there are systems in place to observe, plan, implement, monitor, review (a graduated response) and evaluate the special educational needs policy of the centre, always making sure plans and records are shared with parents.

Methods

We will:

Special Educational Needs & Disability (SEND) Policy 2017

Special Education Needs and Disability (SEND) Policy

- Designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and share his/her name with parents
- Advertise our Local Offer on our website showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the centre
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities
- Work closely with parents of children with learning difficulties and/or disabilities to create and maintain a positive partnership
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education
- Provide parents with information on sources of independent advice and support
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Use the graduated response system for identifying, assessing and responding to children's special educational needs
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of observation then assess plan, do and review for children with learning difficulties and/or disabilities
- Review any targets set regularly and hold review meetings with parents.
- Ensure that children with learning difficulties and/or disabilities are consulted at all stages of the graduated response, taking into account their levels of ability

Special Education Needs and Disability (SEND) Policy

- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities
- Provide resources (human and financial) to implement our SEND policy
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy annually.

Special Educational Needs Code of Practice

It is the duty of the centre to carry out our statutory duties to identify, assess and make provision for children's special educational needs and disability. The Revised Code of Practice 2014 recommends that we adopt a graduated approach to assessment through Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. We have a designated SENCO within the setting who will work alongside parents to assess a child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice 2014 and ensure knowledge is kept up to date with change in policy.

This Policy was adopted on	13 th July 2017
Signed on behalf of the Centre	Herjinder Sambhi
Date for review	13 th July 2018