

Supporting children with special educational needs and disabilities

Settings named Senco

Rosie Brightman

Policy statement

We provide an environment in which all children with special educational needs and disabilities, 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
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with parents, local authorities and other external agencies to ensure the best outcomes for children with SEN and disabilities.
- 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.
- The Senco works closely with other colleagues and has the responsibility for the day-to-day operation of our Supporting Children with SEN and Disabilities Policy and for co-ordinating provision for children with SEN
- 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 Approach system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- 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 transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- 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 informed at all stages of the assessment, planning, provision and review of their children's education.
- 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 have systems in place for supporting children with an individual support plan (ISP)
- We have systems in place for referring children for further assessment e.g Common Assessment Framework (CAF), Early Help Assessment and Education, Health and Care (EHC) assessment.
- 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 Special Educational Needs Policy.
- We raise awareness of any specialism the setting has to offer, e.g. Autism training, Makaton trained staff etc.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Action Plan reviews, staff meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

This policy was adopted at a committee meeting of Addingham Pre School	Date
Signed on behalf of the committee	
Name and role of signatory	