



2.2 Supporting children with special educational needs

We provide an environment in which all children with special educational needs (SEN) or 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 work in partnership with the local authority and other external agencies to ensure the best outcomes for children and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- A member of staff is our SEN coordinator (Holly Ackroyd)
- We ensure that the provision for children with SEN is the responsibility of all staff in the setting.
- We provide a broad, balanced and differentiated curriculum for all children.
- 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.
- We use a graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We, where appropriate, take into account children's views and wishes in decisions making process.
- We provide parents with information on local sources of support e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- 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 provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management 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.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

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