**SPECIAL EDUCATIONAL NEEDS/DISABILITY POLICY**

**We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential:**

* We have regard for the DfES Special Educational Needs Code of Practice

* We ensure our provision is inclusive to all children with special educational needs.

* We provide practitioners to help support parents and carers with special educational needs (SEN)

* We identify the specific needs of children with SEN and meet those needs through a range of 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 Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our **SENCO** is **JO REED** and our **DEPUTY SENCO** is **STACEY BORASTON**.

* We ensure that the provision for children with SEN is the responsibility of all members of the setting

* We ensure that our inclusive admissions practice promotes equality of access and opportunity

* We use the graduated response system for identifying, assessing and responding to children’s special educational needs.

* We ensure that our physical environment is as far as possible suitable for children with disabilities

* We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership

* We ensure that parents are informed at all stages of the assess, plan, do, review cycle of their children’s education

* The childs keyworker will have an active part in regularly communicating with the SEN child’s parents to discuss daily achievements, share information, listen to concerns etc.

* We provide parents with information on sources of independent advice and support – Local Offer

* We liaise with other professionals involved with children with SEN and their families, including transfer arrangements to other settings and schools. This may, for example, involve one or more of the following:
	+ speech and language therapist;
	+ educational psychologist;
	+ sensory support teacher;
	+ behaviour support teacher.

* We provide a broad and balanced curriculum to meet individual needs and abilities.

* We provide a differentiating curriculum to meet individual needs and abilities so that all children experience success and gain confidence

* We use a system of assess, plan, do, review and Individual Learning Plans (ILP’s) for children with SEN. This is a continuous cycle.

* We ensure that children with SEN are appropriately involved at all stages of the graduated response, taking into account their levels of ability

* We use a system for keeping records of the assess, plan, do, review for children with SEN

* We provide resources (human and financial) to implement our SEN policy

* We ensure the privacy of the children with SEN when intimate care is being provided

* We provide in-service training for practitioners

* We ensure the effectiveness of our SEN provision by collecting information from a range of sources, e.g. ILP reviews, staff and management meetings, parental and external agencies’ views, inspections and complaints. This information is collated, evaluated and reviewed annually.

* We provide a complaints procedure

* We monitor and review our policy annually.

# EYFS key themes and commitments

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child**  | **Positive** **Relationships**  | **Enabling** **Environments**  | **Learning and Development**  |
| 1.1 Child development 1.2 Inclusive practice 1.4 Health and wellbeing  | 2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person  | 3.2 Supporting every child 3.3 The learning environment 3.4 The wider context  | 4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking  |

Date of next review: September 2024

Signed………………………………….. Position………………………………. Date……………

Copies of the original signed document are available upon request.