



**Supporting Children with Special Education Needs & Disability (SEND)**

- Policy Statement
- Procedure



## Supporting Children with Special Educational Needs & Disability (SEND)

### Policy statement

- 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 and Disability Code of Practice (2015).
- We ensure our provision is inclusive to all children with special educational needs and disability.
- We support parents and children with special educational needs and disability (SEND).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND 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, adjust where needed.

### Procedures

- We designate a member of staff to be the Special Educational Needs and Disability Co-ordinator (SENDCO) and give their name to parents. Our SENDCO is **Freya Edmunds**.
- We ensure that the provision for children with special educational needs and disability 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 Assess, Plan, Do, Review for identifying, assessing and responding to children's special educational needs and disability.
- We work closely with parents of children with special educational needs and disability to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.



## Noah's Ark Preschool: Policies & Procedures

- We liaise with other professionals involved with children with special educational needs and disability 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 and disability.
- We use a system of planning, implementing, monitoring, evaluating and reviewing support plans for children with special educational needs and disability
- We ensure that children with special educational needs and disability are appropriately involved at all stages of the Asses, Plan, Do, Review, considering their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Education Health and Care Plan.
- We use a system for keeping records of the assessment, planning, provision and review for children with Special Educational Needs and Disability.
- We have a responsibility to identify groups of disadvantaged children who attend our setting and will apply for additional funding available locally, if families meet certain criteria.
- The funding will be used to ensure support is in place to improve children's outcomes.
- We will provide resources (human and financial) to implement our Special Educational Needs and Disability Policy.
- We will work with the local authority via 'SEN Local Offer' to ensure information is available locally to parents to ensure they are able to make choices about the right childcare provision for their child with SEN.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff, step on and step up.
- We ensure the effectiveness of our Special Educational Needs and Disability provision, by collecting information from a range of sources e.g. Support Plans 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.



## **Legal framework included in Equality and Inclusion policy**

- The Equality Act (2010)
- Children Act (2004)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) amendments (2018)
- The Children and Social Work Act (2017) (Commencement No. 3) Regulations (2018)
- Prevent duty (2015)