

Supporting Children with Special Educational Needs

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 Needs Code of Practice (2001).
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- We ensure our provision is inclusive of all children with special educational needs.
- We support parents and children with special education needs (SEN).
- We identify the specific needs of children with special education needs and meet those needs through a range of SEN 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.

EYFS key themes and commitments

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

Procedures

- We designate a member of staff to be the Special Education Needs Co-Ordinator (SENCO) and give their name to parents. Our SENCO is: Sarah Haigh
- We ensure that the provision for children with special education 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 response 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 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.
- We liaise with other professionals involved with children with special education 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 a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- 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 during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special education needs.
- We provide resources (human and financial) to implement our Special Educational Needs policy.
- We provide in-service training for parents, practitioners and volunteers.
- We monitor and review our policy annually.

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998 Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)