

Special Educational Needs or Disability (SEND) Policy

1. Introduction

- 1.1. We provide an environment in which all children are supported to reach their full potential.
- 1.2. **Designated SENCO:** Holly Howe
- 1.3. As a setting:
 - 1.3.1. We have regard for the Special Educational Needs and Disability Code of Practice 2014. (SEND)
 - 1.3.2. We aim to include all children in our provision.
 - 1.3.3. We provide practitioners to help support parents and children with special educational needs (SEN).
 - 1.3.4. We are committed to early identification of special educational need and adopt a graduated response to meeting special educational need in line with the Code of Practice 2014. We identify the specific needs of children with special education needs and meet those needs through a range of strategies.
 - 1.3.5. We work in partnership with parents and other agencies to meeting individual children's needs.
 - 1.3.6. We monitor and review our practice and provision and, when necessary, make adjustments.
 - 1.3.7. "Children have Special Educational Needs if they have a significantly greater difficulty in learning than the majority of children at the same age." (DfES) "A person has a disability for the purpose of this Act if he has a physical or mental impairment, which has a substantial and long term adverse effect on his ability to carry out



normal day to day activities.” (DDA) “Inclusion is a process of identifying, understanding and breaking down the barriers to participation and belonging.” (National Children’s Forum)

2. Method

- 2.1. We have a local SEND offer detailing for parents the support and opportunities for their child at our setting (see part 4 below).
- 2.2. We designate a member of staff to be Special Educational Needs Coordinator (SENCO) and give their name to parents.
- 2.3. The SENCO takes responsibility for supporting specific staff in their role as a key person to a child with special education needs, and any relevant issues are discussed in regular staff meetings in order to maintain staff awareness when appropriate.
- 2.4. The SENCO has time to complete documentation as and when required. Individual Learning Plans are reviewed according to need (usually every six weeks) and individual progress is assessed on an ongoing basis for all children including those with Special Educational Needs by their key person. Where the child involved has special educational needs, the key person is supported in this by the SENCO.
- 2.5. We aim to ensure that all children can access all areas of the setting.
- 2.6. We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- 2.7. We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- 2.8. We ensure that our physical environment is as far as possible suitable for children with impairments. Adjustments are



made to provision of resources and access to these resources to suit the children attending the setting at any given time.

- 2.9. We work closely with parents of children with special education needs to create and maintain a positive partnership.
- 2.10. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- 2.11. We provide parents with information on sources of independent advice and support (Parent Partnership).
- 2.12. We liaise with other professionals involved with children with special educational needs and their families, including transition arrangements with other settings and schools.
- 2.13. We use the graduated response system for identifying, assessing and responding to children's special educational needs. (See Part 3 below)
- 2.14. We provide a broad and balanced curriculum for all children with special educational needs.
- 2.15. We provide a differentiated curriculum to meet individual needs and abilities.
- 2.16. We use a system of planning, implementing, monitoring, evaluating and reviewing for all children, recording these on Sen Support Plans for children with special educational needs.
- 2.17. 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.
- 2.18. We use a system for keeping records of the assessment, planning, provision and review for all children, and specific paperwork for children with special educational needs.



- 2.19. We provide resources (human and financial) to implement our SEN policy.
- 2.20. We ensure the privacy of all children including those with special educational needs when intimate care is being provided.
- 2.21. We provide in service training for practitioners and volunteers.
- 2.22. We raise awareness of any specialism the setting may need to employ.
- 2.23. We ensure the effectiveness of our SEN provision by collecting information from a range of sources e.g. Sen Support Plan reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- 2.24. We provide a complaints procedure.
- 2.25. We monitor and review our policy annually.

3. Graduated Response

3.1. Initial Concern/Identification (this may come from the parent/carer/staff/other). An appropriate discussion with parent/carer, the child's key person and the SENCO takes place, and may include other relevant staff members. The Area Inclusion Coordinator may be called for support and there will be agreement on specific observations between the parties. These are documented and reviewed.

3.2. Stage 1

- 3.2.1. When observations confirm concerns, parents/carers, SENCO and the Area Inclusion
- 3.2.2. Coordinator will discuss the child's Sen Support Plan. Specific related observations and documentation will



be drawn up and a review date will be established to evaluate progress (suggested six weeks). This process is ongoing while the child continues to make progress.

3.3. Stage 2

3.3.1. If Parent/Carer, SENCO, staff, and Area INCO have continued concerns about the child's progress/lack of response despite extra and differentiated support being given, then referral to appropriate specialist service is made. If the specialist service agrees to child moving onto this stage they offer support and contribute to child's Sen Support Plan along with parent/carers and others involved. Observations and documentation are continued and a review date agreed. Parent/carers offered the full range of parent partnership services (See Code of Practice).

3.3.2. Education, Health and Care Plan (EHC) put into place. Continued involvement from all above, to ensure adequate support through this process (See Code of Practice).

4. Local Offer

4.1. The local offer is a guide to the support and services available for children and young people with special educational needs and disabilities (SEND) 0-25 years.

4.2. The local offer will provide up to date information about what is available and how to access it.

4.3. If you click on the link below it will take you to the Central Bedfordshire website page giving you all the information you need about their local offer.

www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx



3 December 2021
Patricia Plater, Principal

