



## 9.2 Supporting children with special educational needs

### Policy statement

We provide an environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential.

We have regard for the Special Educational Needs Code of Practice (2001).

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

We support parents and children with special educational needs.

We identify the specific needs of children with special educational 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.

### Procedures

We designate two members of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCOs are: Soraia Almeida and Denise Almeida.

We ensure that the provision for children with special educational 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 the 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 educational needs and their families, including in connection with 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 SEN individual planning forms for children with special educational needs.

We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, considering their levels of ability.

We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) or 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.

We provide resources to implement our Supporting Children with Special Educational Needs Policy.

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.

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. SEN individual planning 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 and the Disability Discrimination Act (DCSF 2010)

Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)

Children with special educational needs, [www.gov.uk](http://www.gov.uk)

The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)

The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2009)

Special Educational Needs Code of Practice (DfES 2014)

**This policy will be reviewed annually**

**This policy was adopted by Soraia Almeida on March 2024**

**Next review on March 2025**