# Supporting children with special educational needs and disabilities

**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 DfE Special Educational Needs and disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational needs and disabilities (SEND).
- We identify the specific needs of children with special educational needs and disabilities 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, make adjustments.

**Procedures**

- We designate a member of staff(s) to be the Special Educational Needs and Disabilities Co-ordinator (SENDCO) and give his/her name to parents.
- Our SENDCO's are Christina Whymark and Lucy Balducci.
- We ensure that the provision for children with special educational needs and disabilities 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.
- The 4 step graduated response system is as follows:
- Assess: This requires an analysis of a child's needs based on observations or specific assessments checking that the current support offered is matching the child's needs. A holistic view of the child is important, recognising how each of the prime areas impact on each other but also noting other factors that may affect the child's progress at this time.
- Plan: The planning will be based on agreement between parents/carers, key person, SENCO and any other relevant specialists about the appropriate outcomes or next steps for this child. Once the next steps are agreed, the interventions and support needed to bring this about can be detailed. Evidence of previously effective interventions and the child's characteristics of effective learning need to be taken into account. This will include details of how parents/carers can support progress at home.

- Do: Once the plan has been agreed, the SENCO and key person oversee the implementation of the interventions.
- All practitioners remain responsible for working will all children, with the key person maintaining the closer relationship and monitoring of progress for children in their key group.
- The SENDCO supports practitioners with assessing the effectiveness of interventions, problem solving and advising on effective practice.
- Review: The key person, SENCO and parents/carers should evaluate the impact and quality of the support. This includes taking into account the child's views. Changes to outcomes or intervention can then be agreed with parents to increase the impact on progress.
- Cycle: The cycle represents the 'graduated response' with increasing details required each time, as the adult's knowledge and understanding of the child's learning and progress lead to more effective support. If despite 'purposeful action' the child makes little or no progress over a sustained period then practitioners and parents/carers should consider seeking advice and support beyond the setting.
- 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 the Early Years Inclusion Team (EYIT) Advice Line by e-mailing adviceline@eyit.barnetmail.net, who support our setting with support plans, EHCP's and applying for additional funding where available.
- For children receiving Disability Living Allowance (DLA) we are able to apply for Disability Access Funding (DAF) which is a one-off yearly payment which can be used for additional support, resources, training etc to support the individual child. We liaise with the child's parents and outside agencies to create a plan of how to use the funding appropriately.
- We liaise with other professionals involved with children with special educational needs and their families, including transition arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all 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 support children during the Early Years Action process.
- We work together with other agencies through the Common Assessment Framework (CAF) at each stage. Early Years Action Plus, Statutory Assessment and the Education Health Care Plan (EHCP) process.

- We use a system of planning, implementing, monitoring, evaluating and reviewing Education and Health Care plans (EHC)/individual support plans for children with special educational needs and /or disabilities
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. support plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints.
- We monitor and review our policy annually.