

## General Welfare Requirement: Safeguarding and Promoting Children's Welfare

Glebe House School Early Years Staff must take necessary steps to safeguard and promote the welfare of children.

### 1.13 Supporting children with special educational needs and Disabilities

#### Policy statement

We provide an environment in which all children with special educational needs and Disabilities (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice 0-25 (2015).
- 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 at the earliest opportunity 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
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#### Procedures

- We designate members of staff to be the Special Educational Needs Co-ordinators (SENCO) and give their name to parents. Our SENCO's are:  
Susie Pull, Emma Franklin and Andrea Newstead
- The SENCO works closely with our manager and other colleagues and have responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs and Disabilities Policy and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with SEND 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 approach 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 action plans for children with special educational needs, ensuring they are specific, measurable, achievable, realistic and timebound.
- We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
- We have systems in place for working with other agencies through each stage of the Family Support Process (FSP) or local alternatives.
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
- We realise the importance that children's SEN are generally thought of in the following four broad areas of need and support:
  1. Communication & interaction
  2. Cognition & learning
  3. Social, emotional and mental health
  4. Sensory and or physical needs
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disabilities Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs and Disabilities Policy and the procedures for identifying, assessing and making provision for children with SEND. 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. action plan 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**

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage Statutory Framework (DfE 2014)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Working Together to Safeguard Children (March 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)
- Norfolk Family Information Service
- Norfolk Early Years Local Offer

This policy was adopted by	Glebe House School & Nursery	<i>(name of provider)</i>
On	<u>June 2015</u>	<i>(date)</i>
Date to be reviewed	<u>June 2016</u>	<i>(date)</i>
Signed on behalf of the provider	<hr/>	
Name of signatory	<u>Susie Pull</u>	
Role of signatory (e.g. chair, director or owner)	<u>Setting Manager</u>	
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**Other useful Pre-school Learning Alliance publications**

- The Role of the Early Years Special Educational Needs Co-ordinator (SENCO) 2<sup>nd</sup> Ed (2013)