

9.0 Equal opportunities

9.2 - Supporting children with Special Educational Needs and Disabilities (SEND)

Policy statement

At L.A.S.S. we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We adhere to the Special Educational Needs and Disability Requirements (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents/carers 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/carers 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 to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents/carers. Our SENCO is normally the nursery manager: _____ and overseen by the Area Manager: Terry Rodgers
- We ensure that the provision for children with special educational needs and disabilities are 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 and disabilities.
- We work closely with parents/carers of children with special educational needs and disabilities to create and maintain a positive partnership.
- We ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents/carers 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 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 action plans for children

- 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 Statement process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources/and specialist equipment (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents/carers, 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. SEND support plan, 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.

Please refer to the document stating legislation and documentation that supports our policies and procedures

This policy was adopted on

June 2017

Due to be reviewed

June 2018

Signed By

Director – Lisa Woodman

Director – Jude Evans

Area Manager - Terry Rodgers & Emma Foord