



3.1 Supporting Children with Special Education Needs & Disability (SEND)

- Policy Statement
- Procedure



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(SEND)

Policy statement

- We are required to have arrangements in place to support children with special educational needs and/or disabilities (SEND). These arrangements should include a clear approach to identifying and responding to SEND. This means we will:
 - provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.
 - follow the requirements of the Early Years Foundation Stage Statutory Framework and provide an inclusive environment for all children and their families, together with the requirements to comply with the Equalities Act and the Special Educational Needs and Disability Code of Practice
 - monitor and review children's progress and development in partnership with families. Where a child appears to be behind expected levels of development or where a child's progress gives us cause for concern, a graduated approach will be adopted with 4 stages of action: Assess, Plan, Do & Review.
 - Provide information to families on how their child's development is being supported and in agreement, consent will be sought to apply for additional funding and request support from outside agencies where necessary.
 - Utilise the SEN inclusion fund and Disability Access Fund to deliver effective support
 - Publish our contribution to the 'SEN Local Offer' in Norfolk. This is available of the Norfolk Community Directory to ensure information is available to parent so they can make choices about the right childcare provision for their child with SEN.

Procedures

- We designate a member of staff to be the Special Educational Needs and Disability Co-ordinator (SENDCO) and give their name to parents. Our SENDCO is **Freya Edmunds**.
- We ensure that the provision for children with special educational needs and disability is the responsibility of all members of the setting.

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- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with special educational needs and disability 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 disability 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 and disability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the 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 and Disability.
- We have a responsibility to identify all children who attend our setting that may attract additional funding such as EYPP, DAF, SEND Inclusion Fund and any locally available funding streams with a view to submit a claim/application to support and improve their outcomes.
 - This will be in partnership with families and consent will be sought prior to submitting a claim/application.
- We will work with parents/carers to ensure that as far as possible the hours/sessions that can be taken as funded provision are convenient for parents working hours.
- We will provide resources (human and financial) to implement our Special Educational Needs and Disability 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, Autism courses, behaviour/emotional regulation courses.
- We ensure the effectiveness of our Special Educational Needs and Disability provision, by collecting information from a range of sources e.g. Support Plans reviews, staff and management meetings, parental and external agency's views,

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inspections and complaints. This information is collated, evaluated and reviewed annually.

- We provide a complaints procedure.
- We monitor and review our policy annually.

Legal framework included in Equality and Inclusion policy:

- The Equality Act (2010)
- Children Act (2004)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) amendments (2018)
- The Children and Social Work Act (2017) (Commencement No. 3) Regulations (2018)
- Prevent duty (2015)