

9.2 Supporting children with special educational needs

Policy statement

Bolney Under Fives provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- Bolney Under Fives have regard for the Special Educational Needs Code of Practice (2001).
- Bolney Under Fives ensure our provision is inclusive to all children with special educational needs.
- Bolney Under Fives support parents and children with special educational needs.
- Bolney Under Fives identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- Bolney Under Fives work in partnership with parents and other agencies in meeting individual children's needs.
- Bolney Under Fives 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. Our SENCO is: **Angela Weston**
- The SENCO works closely with our supervisor and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- Bolney Under Fives ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- Bolney Under Fives ensure that our inclusive admissions practice ensures equality of access and opportunity.
- Bolney Under Fives use the graduated response system for identifying, assessing and responding to children's special educational needs.
- Bolney Under Fives work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- Bolney Under Fives ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- Bolney Under Fives provide parents with information on sources of independent advice and support.
- Bolney Under Fives 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.
- Bolney Under Fives provide a broad, balanced and differentiated curriculum for all children with special educational needs.

- Bolney Under Fives use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- Bolney Under Fives ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- Bolney Under Fives have systems in place for supporting children during the Early Years Action stages of the graduated response (stage 2 on Continuum of Needs).
- Bolney Under Fives have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) or local alternative, for example, Early Help Assessment, Early Years Action Plus (stage 3 of Continuum of Need), Statutory Assessment and the Statementing process (stage 4 of Continuum of Need).
- Bolney Under Fives use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- Bolney Under Fives provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- Bolney Under Fives ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. Bolney Under Fives provide in-service training for parents, practitioners and volunteers.
- Bolney Under Fives raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- Bolney Under Fives ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- Bolney Under Fives provide a complaints procedure.
- Bolney Under Fives 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 2012)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs Code of Practice (DfES 2001)

This policy was amended and adopted at a meeting of Bolney Under Fives

Held on

24/03/2014

Date to be reviewed

24/03/2016

Signed on behalf of the management committee

Name of signatory

Mrs Sarah Josting

Role of signatory (e.g. chair, director or owner)

Chair

Other useful Pre-school Learning Alliance publications

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