

# Special Educational Needs Policy

## Statement of Intent

I aim to provide an environment in which all children are supported to reach their full potential.

## Aims

To include all children in my provision

I aim to identify the specific needs of children with SEN/Disabilities and meet those through a range of strategies inc PRESENS

inclusive strategies

I will support parents/carers with children with SEN/Disabilities

To work in partnership with parents/carers and other agencies in meeting individual children's needs

To monitor and review my practice and provision, if necessary, making appropriate adjustments

I aim to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social background and to enable equal access to the curriculum in an environment where every child is valued and respected.

I have already attended SEN training for childminders

To regularly observe and assess children, to identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development and feedback any concerns to parents/carers

To try and have an inclusive admissions practice that ensures equality of access and opportunity

To ensure that my physical environment is (as far as possible) suitable for children with disabilities – all parents/carers are welcome to view my setting and premises, to see if access etc is suitable for their child

To liaise with other professionals to help ensure a successful transition between settings

To develop a partnership of support with parents, children, other childminders and other professionals

To share a commitment to inclusion and partnership

To use the network's links to maximise the quality of provision for each child

To provide a differentiated environment plan (including resources and equipment) to meet the individual needs and abilities of children, with input and guidance from the parents/carers/other agencies

To use a system of planning, implementing, monitoring, evaluating and reviewing and updating Individual Educational plans (IEPs) at least twice a year, for children with SEN/Disabilities, with input and guidance from the parents/carers/agencies

–SENCO,Area SENCO at PRESENS – preschool special educational needs, Portage, The Seaside View Development Centre,

Amaze – Partnerships with Parents Service, Children's Disability Service etc

To ensure that these children are given appropriate support to allow every child full access to the Early Years Curriculum in a positive framework

To ensure that these children are fully included in activities to promote the highest levels of achievement

To keep comprehensive and confidential records of childrens' progress

To attend additional SEN training where necessary

• The SEND Code of Practice is statutory for all settings that are funded to deliver early education places and contains useful guidance for all •

All settings must make reasonable adjustments to include children with SEND

• All settings must not discriminate against children with SEND

• All settings are required to support early identification through developmental checks and regularly reviewing children's progress

• Parents and the child should be involved as much as possible in decisions that affect them

Early Years Action and Early Years Action Plus have been replaced with SEN support: a graduated response and the terminology around the word 'behaviour' has changed to Social, Mental and Emotional health. Education, Health and Care Plans have replaced statements. I have therefore updated my policy to reflect these changes.

I must maintain records about the children in my care and include in these how I meet the needs of any children with special educational needs or disability. I need to share these regularly with parents and by using an assessment, plan, do and review cycle, show the progress children are making and the benefits any support or intervention has made towards a child's progress. I need to have clear targets for each child to enable them to reach ambitious outcomes and a plan as to how resources will be used to support the child and help them reach their target. Parents and children should be fully involved in this process and all decision making.

- Assess the child's individual needs, working in partnership with parents
- Plan how to support the child by setting clear targets and a review date. Plans should take into account the views of the child and the parents should also be consulted
- Do the interventions. This will be led by myself as the SENCO for my setting.
- Review the effectiveness of any interventions and support given to the child, again taking into account the child's views and involving parents in planning next steps

A child who does not make expected progress despite focused and targeted interventions may require specialist support and possibly a request for an Education Health and Care needs assessment.

#### The Local Offer

I must work with my local authority to inform the authority's 'local offer' that is available to children with SEN and disabilities. Local offers lay out what services are available in each local authority to meet the needs of children and young people with SEN and disabilities, and requires multi agency working from education, health and social care. Local authorities need to ensure there is equality of opportunity for children and support available to early years settings to enable them to meet Children's individual needs, such as additional funding or expertise from specialists such as Area SENCOs, Early Support and Portage.

MASH 01273 290400 CHILD PROTECTION/ABUSE  
EHH 01273 292632 SUPPORT FAMILIES/INTERVENTION