**9.2 Supporting children with special educational needs**

**Policy statement**

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

* We have regard for the Special Educational Needs and Disability Code of Practice (2014).
* We have in place a clear approach for identifying, responding to, and meeting children’s SEN[[1]](#footnote-1).
* We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
* We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
* We regularly 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)
* The SENCO works closely with our manager 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.
* We ensure that the provision for children with SEN is the responsibility of all members of the setting.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We provide a broad, balanced and differentiated curriculum for all children.
* We apply SEN support to ensure early identification of children with SEN.
* We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
* We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
* Where appropriate, we take into account children’s views and wishes in decisions being made about them, relevant to their level understanding.
* We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
* We liaise and work with other external agencies to help improve outcomes for children with SEN.
* We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
* We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
* We 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.
* We raise awareness of our special education provision via our website and or promotional materials.
* 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**

* Early Years Foundation Stage Statutory Framework (DfE 2021)
* Working Together to Safeguard Children (DfE 2015)
* Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)
* Guide to the Equality Act and Good Practice (Pre-school Learning Alliance 2015)
* SEND Code of Practice for the Early Years (Pre-school Learning Alliance 2014)

**Relevant Ladybird policies:**

* 1.2 Safeguarding Children and Child Protection
* 9.1 Valuing Diversity and Promoting Equality
* 10.7 Complaints

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| **This policy was reviewed by** | Amanda Sanders – Pre-School Manager  Rebecca McGough – Chair |
| **Date of review** | December 2021 |
| **Date for next review** | December 2022 |
| **Chair’s signature** |  |

1. This includes disabled children with special educational needs [↑](#footnote-ref-1)