

3.2 Supporting children with special educational needs and disabilities

Policy statement

We provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disabilities Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational needs and disabilities.
- 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 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. Our SENCO is:
1. Angie Dean 2. Sue Holman
- We ensure that the provision for children with special educational needs and disabilities is 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 the parents of children with special educational needs and disabilities 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 disabilities and their families, including in connection with 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 'assess, plan, do, and review' which form our individual plans for children with special educational needs and disabilities.
- We ensure that children with special educational needs and disabilities 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 and families during the Individual Care Plan (ICP), Early Help Assessment and Education, Health and Care Plan (EHC) processes.
- We have systems in place for working with other agencies through each stage.

- We use a system for keeping records of 'assess, plan, do and review' for children with special educational needs and disabilities.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disabilities Policy.
- We provide training information for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Every Child a Talker (ECaT) certified setting.
- We ensure the effectiveness of our special educational needs and disabilities provision by collecting information from a range of sources e.g. Individual 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 2024)
- Working together to Safeguard Children (DfE 2023)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Children and Families Act (2014)
- <http://www.cambridgeshire.gov.uk/thinkfamily>
- <http://www.cambridgeshire.gov.uk/localoffer>