

Hemingford Grey Playgroup

Policy: Supporting children with special educational needs and Disabilities (SEND)

January 2019

Policy Statement

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

- We have regard for the Special Educational Needs and Disability Code of Practice (Sept 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 at the earliest opportunity 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: Christine Collings / Sharon Howse.
- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of Supporting Children with Special Educational Needs and disabilities and for co-ordinating provision for children with SEND.
- 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 approach system for identifying, assessing and responding to children's special educational needs. We also use our observations and progress trackers to support early identification.
- 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, review for children with special educational needs and disabilities.
- We ensure that children with special educational needs and disabilities are appropriately involved in the graduated approach, taking into account their levels of ability.
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
- We have systems in place for working with other agencies through Early Help Assessment.
- We use a system for keeping records of the '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 Policy and disabilities.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs and disabilities Policy and the procedures for identifying, assessing and making provision for children with SEND. 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.
- 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 feedback. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- SEND Code of Practice for the Early Years 2015.
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- The Team Around the Family (TAF) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2015)
- SEND Toolkit.

This policy was adopted at a meeting of Hemingford Grey Playgroup Committee, held on 23rd September 2014 and amended at a meeting held on 13th January 2015. Reviewed at a meeting held on 8th March 2016 and 27th March 2018.

Signed by the chairperson on behalf of the Committee:

..... (Chairperson's name - block capitals)

..... (Chairpersons signature)

..... (Date)