**The Berrypatch Nursery and Out of school club**

**Special educational needs policy**

We provide an environment in which all children with special educational needs (SEN) and disabilities are supported to reach their full potential.We recognise that children with disabilities do not always have special educational needs

We have in place a clear approach for identifying, responding to, and meeting children’s SEN. We use the graduated approach system (assess, plan, do and review) as outlined below from The Special Educational Needs and Disability Code of Practice 2014

* 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.
* We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our setting SENCO is: **Rebecca Stanford-Durdan**
* The SENCO works closely with all staff 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 provide a broad, balanced and differentiated curriculum for all children.
* 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, 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, Portage team
* 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. Early Help Assessment and Education, Health and Care (EHC)
* 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.

Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. Where a setting identifies a child as having SEN they must work in partnership with parents to establish the support the child needs. It is particularly important in the early years that there is no delay in making any necessary special educational provision.

 DfE and DH (2015) SEN and disability code of practice: 0-25 years, para 5.4, 5.36- 5.38

Assess,Plan ,Do,Review :

Assess

The early years practitioner works with the setting SENCO and the child’s parents and:

• Brings together all the information

 • Analyses the child’s needs

Special educational needs are generally thought of in 4 broad areas of need and support:

 • Communication and interaction

• Cognition and learning

• Social, emotional and mental health

• Sensory and/or physical needs

We observe all children in the setting and assess their abilities and interests in line with The Early Years Foundation Stage. All staff meet weekly to plan for the children and discuss any concerns about their key childrens development . Any concerns will be recorded and monitored and discussed with the childrens parents. We also

Any concerns about a childs development may arise from the following information that we gather in the setting:

Application form

All about me form

Progress summaries and tracking (Carried out every other term )

2 Year old Assessment check

Weekly staff discussions

Discussions with parents

General observations

We will refer to the Northamptonshire descriptors to help us to assess a child’s needs

These broad areas of need are not definitive; the Code recognises that individual children often have needs that cut across all of these areas and that children’s needs may change over time. The SEN and disability code of practice is clear that the purpose of identification is to work out what action is needed, not to fit a child into a category.

 Where there is a need for more specialist expertise to identify the nature of the child’s needs, or to determine the most effective approach, specialist teachers, educational psychologists or health, social services or other agencies may need to be involved.

Plan

 Where the broad approach to SEN Support has been agreed, the practitioner and the SENCO should agree, in consultation with the parent:

 • The outcomes they are seeking for the child

• The interventions and support to be put in place

 • The expected impact on progress, development, behaviour

• Date for review Plans should: • Take into account the views of the child

 • Select the interventions and support to meet the outcomes identified

• Base interventions and support on reliable evidence of effectiveness1

 • Be delivered by practitioners with relevant skills and knowledge

 • Identify and address any related staff development needs

 SEN and disability code of Practice, para 5.40

Do

 The practitioner, usually the child’s key person:

 • Remains responsible for working with child on daily basis

• Implements the agreed interventions or programmes

The SENCO supports the key person in:

• Assessing the child’s response to action taken

• Problem solving

• Advising on effective implementation

SEN and disability code of Practice, para 5.42

Review

On the agreed date, the practitioner and SENCO working with the child’s parents, and taking into account the child’s views, should:

 • Review the effectiveness of the support

 • Review the impact of the support on the child’s progress

 • Evaluate the impact and quality of support

In the light of child’s progress, they agree:

• Any changes to the outcomes

 • Any changes to the support and

 • Next steps

Signed :……………………………………………………………………………………………….

* Holy Angels Pre-school

Special educational needs policy

Policy statement

Holy Angels Pre-school provides 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.

♣ 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) and give her name to parents. Our setting SENCO is: Angie Baldwin

♣ [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

♣ We where appropriate, 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 provide in-service training for parents, practitioners

and volunteers.

♣ 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.

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