**Bramble Bears – Supporting children with Special Educational Needs and/or Disability.**

**Policy Statement**

Bramble Bears is committed to providing an environment in which all children, including those with Special Educational Needs and/or Disability (SEND) are supported to reach their full potential.

We have full regard for the Special Educational Needs Code of Practice (2015) and ensure that our setting is inclusive to all children with Special Educational Needs and provide support and guidance for parents and carers.

We identify the specific needs of children with Special Educational Needs and meet those needs through a variety of SEN strategies. We work in partnership with parents/carers and other agencies to meet the child’s individual needs.

Bramble Bears staff and committee monitor, review and make appropriate adjustments to our policies and practice should we feel it is necessary. We agree to the local offer of Norfolk County Council, and this is updated on an annual basis.

**Procedures**

Bramble Bears has a designated lead and deputy Special Educational Needs Co-ordinator (SENDCo). These are Cathryn Nuttall (Lead) and Sara Leng (Deputy). However, we ensure that all staff, regular volunteers and helpers are informed and responsible to uphold the values and procedures within this policy.

We ensure that we have an inclusive admissions practice (See admissions policy) to ensure equality of access and opportunity. We use the graduated approach system for identifying, accessing and responding to children’s Special Educational Needs (assess, plan, do, review.)

Bramble Bears staff are committed to building positive relationships with all parents and carers but recognise the importance of these positive relationships when working with children with additional needs and/or disabilities. We signpost parents and carers to agencies and information provided from independent sources to build knowledge, give advice and offer support.

We liaise with other professionals involved with the child and their families. This includes a robust transition process for transfer to school or other settings.

Staff are committed to providing a broad, balanced and differentiated curriculum in accordance with the Early Years Foundation Stage (EYFS) framework, for all children. This includes a system of planning, implementing, monitoring and evaluation. We use a variety of documents to provide additional support (Support plans and play plans). These plans are regularly reviewed and are used by all staff to support the children. We involve children appropriately in all stages of the graduated approach, taking into account their level of ability. We work closely with external agencies to offer support and information to inform Family Support Processes (FSP) and Education, Health Care Plans (EHCP).

Bramble Bears are committed to providing resources, both financial and human, to implement this policy and will apply for funding through external agencies as appropriate. We provide in-service and cascade attended training for practitioners and regular volunteers. This would be offered to parents/carers should we feel this is appropriate. We raise awareness of any specialism Bramble Bears has to offer e.g. BSL trained staff (Cathryn Nuttall) and Diabetic Care experience.

We ensure the effective practice of our Special Educational Needs and or disabilities provision by gathering information from a range of sources e.g. support plan reviews, staff and management meetings, parental and external agency views, inspections and complaints. This information is collated, evaluated and reviewed annually or sooner if required. We have regular contact with our inclusion officer, who ‘visits’ the setting once a term. This may take the format of visit into the setting, email contact, by telephone or discussion at a SENDCo Network meeting.

We have a robust complaints procedure and monitor and review all policies on an annual basis.

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| **This policy was adopted at a meeting of Bramble Bears** | |
| Held on: | To be reviewed: |
| Signed by: (PRINT) | Signature: |
| Role of Signatory: | |