

Banwell Buddies Policy for Supporting Children with Special Educational Needs and Disabilities

Policy statement

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

- We have regard for the Special Educational Needs and Disability Code of Practice 0-25 yrs (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 meet those needs through a range of 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 Inclusion Co-ordinator (INCCo) and give his/her name to parents. Our SENCo and INCCo is:

Kirsty Webber

The role of the SENCo is based on strong partnerships with a range of people to ensure positive outcomes for children.

- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.
- The role of the key person is vital to the early identification and support of children with SEN and disabilities and their families (SEND CoP for the Early Yrs PLA p22).
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work towards early identification of a child with a learning difficulty or disability (SEND CoP p81) using methods such as information on entry, progress checks at age two years and progress tracking.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs. (SEND CoP p84-87)

- We work closely with the parents of children with special educational needs 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 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 and / or disabilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (SEN action plan) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disabilities Policy.
- 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. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We work in partnership with other local education providers to explore how different types of special educational needs can be met most effectively (Springboard).
- We bring children identified with SEND to the attention of the local authority.
- We regularly review and evaluate the quality and breadth of provision that children with SEN and disabilities can access/
- We provide a complaints procedure.
- We monitor and review our policy annually.

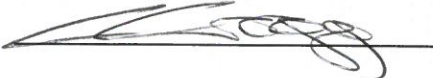
Further guidance

- SEND Code of Practice (2014)
- SEND Code of Practice for the Early Years (PLA 2014)
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- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Equality Act (2010)
- The Children and Families Act (2014)
- Statutory Framework for the EYFS (2014 p29)
- Working Together to Safeguard Children (2013)

This Policy was adopted at the meeting of: Banwell Buddies

Held on: 30th January 2018

Signed on behalf of the Committee: 

Role of Signatory: Chair of Management Committee

Last updated: 13.02.19

Other useful Pre-school Learning Alliance publications:

- Guide to the Equality Act & Good Practice (2015)
- SEND Code of Practice for the Early Years (2014)

Further guidance:

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs & Disability Code of Practice (DfE & DOH 2014)