



SEND Policy

Aims

Our settings provides high quality, broad-ranging and balanced play and learning opportunities to **all** children through the Early Years Foundation Stage Framework. We believe that each child is unique and should be equally valued, and that all children should be fully included in all aspects of our settings, and should be encouraged to follow their own interests. As outlined in this policy, we ensure that the disability duties of the Equality Act 2010 are implemented in our settings in relation to the children and the adults. We actively promote equal opportunities and strive to eliminate prejudice. We implement the Special Educational Needs and Disability Code of Practice 2015, as outlined in this policy. We work in close partnership with parents and carers to ensure their children are safe, happy and making progress.

Special Educational Needs Coordinator (SENCO)

If we needed advice around inclusion or had a concern about a child's development, we would contact Carolyn Huxtable (Babcock) The SENCO can help us to consider appropriate next steps and provide some ideas for initial strategies to use. The SENCO may signpost to other services such as a Speech and Language Therapy.

The SENCO may refer to a Specialist Children's Centre Inclusion Practitioner (SCCIP) if needed; this would be following discussion and with the agreement of the parent.

A SCCIP's responsibilities are:

- To support us to identify disabled children / children with special educational needs and to include them in all opportunities for learning within my setting
- To support us to ensure that appropriate SEND Support Plans and Individual Education Plans are in place, monitored and reviewed and provide advice to ensure that all opportunities are adjusted to meet children's individual needs and interests
- To support us to maintain children's records and ensure effective communication between agencies.
- To initiate action with other agencies as appropriate in respect of the special educational needs of any child in the setting.

Setting arrangements:

Disabled children/children with special educational needs will not be discriminated. Children's individual needs and interests will be discussed with their parents / carers and we will adapt to meet those needs. we will be flexible in planning the day during the settling in period so children can get to know us at their own pace.



Support available to disabled children / children with SEN / facilities to increase access

Provision for disabled children/children with SEN is a matter for everyone in our setting, and all staff are aware of the individual needs and interests of children. We seek to offer the appropriate level of support for individual children, including accessing additional funding to support children through early years Devon county council where necessary.

Training

Our settings have a commitment to training in all areas of practice and in particular we attend training relevant to inclusion and to meeting the needs of disabled children/children with special educational needs.

We will seek advice and information in relation to the needs of individual children attending my setting.

Resources and the Learning Environment.

Learning Opportunities

All disabled children/children with special educational needs have access to the Early Years Foundation Stage, which is 'differentiated' to meet their needs. This is done by the way opportunities are presented and explained to children, by the amount of support given to children, by what we expect of the children, always building on success, extending children's own interests. Children's Support Plans and Individual Education Plans are used to support access to learning opportunities where appropriate.

Resources

We adapt our resources to suit the needs of children.

Learning environment

We arrange the furniture, lay out the equipment and use the space in our settings so all children have maximum independence, are comfortable and feel respected.

Identification, assessment and provision for children with SEN

All the children are observed in their play and interactions. Their learning journals reflect their development and their interests. We differentiate opportunities so that children with a range of abilities can access them.



Links with other agencies and settings

In liaison with a SENCO or a Specialist Children's Centre Inclusion Practitioner, we work with other agencies and professionals when appropriate and for the benefit of the child.

We liaise with the local nurseries/schools/Children's Centres to plan a smooth transition for children in partnership with their parents/carers. We will transfer information on the child's progress with parents/carers permission.

Partnership with parents/carers

We are committed to working in equal partnership with all parents/carers. Parents are given access to this policy. We are always available to answer parent's questions. We have regular informal contacts with parents.

Parents are involved in all the steps of planning and reviewing their child's development; parents are involved with developing Support Plans, and Individual Education Plans, and any differentiation for their child, so that there is continuity both at our settings and at home.

Listening to children's views

We have different ways of enabling young children to make choices and to express their feelings in our settings. We use language at their level of understanding, signing, significant objects, photographs, line drawings, puppets. We involve children's interests and views when developing Support Plans and Individual Education Plans, having observed them carefully and listened to their parents. We find ways of giving children feedback on how they are doing and we build on success.

Review and monitoring of the policy

This policy will be reviewed yearly or when necessary, in relation to any changes in the law and guidance.

This policy was last reviewed..... (date)

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