



9.2 Supporting children with special educational needs

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 (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND¹.
- 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 SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate members of staff to be the Special Educational Needs and disabilities Co-ordinators (SENDSCO) and give his/her names to parents. Our SENDSCO staff are:
Christine Moxon, Beth Watson and Hayley Hooper

- The SENDSCO staff work closely with other colleagues who have responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs and Disabilities Policy and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with SEND 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 SEND support to ensure early identification of children with SEND.
- We use the Individual Education Plan system along with Individual Development Maps for planning, (Plan, do and review).
- 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

¹ This includes disabled children with special educational needs



- 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 SEND.
- 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 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 our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs and disability 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.

This policy was adopted by	Aspire Day Nursery	<i>(name of provider)</i>
On	<hr style="border: 0.5px solid purple;"/> May 2015	April 2016
Date last reviewed	<hr style="border: 0.5px solid purple;"/> January 2017	April 2017
Signed on behalf of the provider	<hr style="border: 0.5px solid purple;"/> C moxon	
Name of signatory	<hr style="border: 0.5px solid purple;"/> Christine moxon	
Role of signatory (e.g. chair, director or owner)	<hr style="border: 0.5px solid purple;"/> Manager	
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