**SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/DISABILITY POLICY**

**Statement of intent**

We provide an environment in which all children including those with Special Educational Needs are supported to reach their full potential.

**Aims**

* We have regard for the DfE Special Educational Needs Code of Practice.
* We include all children in our provision, no matter their abilities.
* We help support parents and children with special educational needs (‘SEN’)/disabilities and More Able (‘MA’) children.
* We identify the specific needs of children with SEN/disabilities and MA children and meet those needs through a range of SEN strategies.
* We work in partnership with parents and other agencies in meeting individual children's needs.
* We monitor and review our practice and provision and, if necessary, make adjustments.

**Methods**

* We designate a member of staff to be special educational needs co-ordinator (INCO) – ***Vickie Jones*** - and give the name to parents.
* We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We ensure that our physical environment is as far as possible suitable for children with disabilities.
* We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership, usually via Team Around the Child (‘TAC’) regular meetings.
* 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 SEN/disabilities and MA children and their families, including transfer arrangements to other settings and schools. (see above re TAC meetings.)
* We use the graduated response system for identifying, assessing and responding to children's special educational needs.
* We provide a broad, balanced and differentiated curriculum for all children with SEN/disabilities and MA children and to meet their individual needs.
* We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities and MA children.
* We ensure that children with SEN/disabilities and MA children are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
* We have systems in place for supporting children during the Early Years Action process (stage 2 on Continuum of Needs).
* We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF), Early Years Action Plus (stage 3 of Continuum of Need), Statutory Assessment and the Statementing process (stage 4 of Continuum of Need).
* We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities and MA children.
* We provide resources (human and financial) to implement our SEN/disability policy.
* We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
* We provide in-service training for practitioners and volunteers.
* We raise awareness of any specialism the setting has to offer, eg Makaton trained staff.
* We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources eg IEP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* Our SEND Local Offer is available online through our LA and on our own website.
* We provide a complaints procedure.
* We monitor and review our policy annually.

**MORE ABLE CHILDREN**

**Statement of intent**

We recognise that individual children may be more able (‘MA’) at particular stages in particular areas and may require a modified curriculum to give them opportunities to study some or all subjects to a greater depth and breadth and sometimes at a faster pace. It is important however to bear in mind that, whether a pupil is currently MA or not, he/she is first and foremost someone who will need encouragement and support in order to develop as a whole person. This support is crucial where there are marked discrepancies between a child’s abilities and their emotional, physical or social development.

**Aims**

We aim to identify children who are MA at a particular stage in a particular area and to ensure that pupils develop socially, emotionally and intellectually as happy and secure individuals.

**Objectives**

* To provide a curriculum which is differentiated to ensure it is appropriate to the needs of children who are currently MA in that area.
* To provide learning activities for children who are currently MA in that area which will extend their skills and knowledge.
* To provide extension activities, which will ensure the children who are currently MA in that area are challenged and achieve their potential.

***Equal Opportunities***

We believe that it is the entitlement of all children with a high level of skills and knowledge to have their development profiled efficiently and to receive a continuity of provision throughout their school life.

***Further guidance***

* 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)
* The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2009)
* SEND Code of Practice (DfES 2015)

This policy was adopted at a meeting of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Held on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date to be reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed on behalf of the provider: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of signatory: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Role of Signatory (e.g. chair/director, owner): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_