

## SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND) POLICY

### ***Policy Statement***

Creative Minds Nurseries provide an environment in which all children, including those with special educational needs and disabilities, are supported to reach their full potential.

- We have regard for the DFES Special Educational Needs and Disabilities Code Of Practice 2015. See website [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- We ensure our provision is inclusive to all children with SEN and/or disabilities.
- We support parents and children with SEN and/or disabilities.
- We identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of SEN strategies.
- We work in close 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).
- Our SENCO is (see designated officers list)
- 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 work closely with parents of children with special educational needs to create and maintain a positive partnership.

- We ensure that children with SEND and their parents are involve in decision making at individual and strategic level
- Where the child's needs cannot be met through our provision with the parents consent we will initiate the Early Help Assessment and Plan (EHAP)
- 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 and make them aware of the **local offer** that can be found on <https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0> or call the FIS on 020 8825 5588 for Ealing or call BFIS on 01296 383 293 for Buckinghamshire.
- We liaise with other professionals involved with children with special educational needs and their families, including 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 graduated approach to assess, plan, do and review for children with SEN and/or disabilities.
- We ensure that children with special educational needs and/or disabilities are appropriately involved at all stages of the graduated approach, taking into account their levels of ability and view.
- We use a system for keeping records of assessment, planning, provision and review for children with SEN and/or disabilities.
- We provide resources (human and financial) to implement our Special Educational Needs and Disabilities Policy.
- We raise awareness of any specialism the setting has to offer eg Makaton trained staff.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources eg EHAP 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.
- Where, despite the setting having taken relevant and purposeful action to identify, assess and meeting the special educational needs of the child, the child has not made good progress, the setting will consider requesting an Education, Health and Care assessment.

- We monitor and review our policy annually.

### *The role of the SENCO*

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with professionals or agencies beyond the setting.

### **In reality this will include**

- Keeping under review the arrangements in place for meeting the needs of children with SEND.
- Establishing and maintaining positive relationships with all parents/carers.
- Working with individual colleagues to build confidence and understanding about inclusive practice, effective planning of next steps, implementing agreed interventions appropriately and demonstrating inclusive attitudes in their practice.
- Having an overview of the tracking progress system, working with colleagues to follow up on an early signs that a child may not be making expected progress.
- Establishing and maintaining links with local mainstream and special provision as well as specialists such as Speech and Language Therapists and health visitors to support transitions, professional development and improving setting quality.
- Establishing and maintaining positive relationships with local authority early years and SEND teams, attending SENCO networks to ensure they have up to date knowledge of local procedures to support children with SEND, including understanding the part they play in securing an EHCP should this be necessary.