



LEECHPOOL CATERPILLAR NURSERY & AFTER-SCHOOL CLUB

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS POLICY

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

- We have regard for the Special Educational Needs Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs 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 policy, practice, and provision and, if necessary, make adjustments.

PROCEDURES

- We designate a member of staff to be the SENCO and give her name to parents. Our SENCO is Bev John. Our Deputy SENCO is Cat Hall.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system (assess, plan, do and review) for identifying, assessing and responding to children's special educational needs applied in increasing detail and frequency to ensure that children progress.
- We follow guidance from the West Sussex 'Ordinarily Available Inclusive Practice'. This enables us to make 'reasonable adjustments' through 'quality first teaching' to provide

inclusive access, to all curriculum areas. If a child needs additional support, a focused action plan for inclusion will be provided.

- 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 to help improve outcomes for children with SEND.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We have systems in place for referring children for further assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- 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 ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Inclusion 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 provide training for practitioners and volunteers.

FURTHER GUIDANCE

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015-amended 16/02/17)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)
- West Sussex Ordinarily Available Inclusive Practice – (West Sussex Tools for Schools)