

Special Educational Needs Policy

Statement

We provide an inclusive environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential. We follow the guidance set out in the DfES Special Educational Needs and disability: 0 to 25 years Code of Practice (2014) and are committed to the principles of early identification and intervention and working in partnership.

Procedure

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCo) and give their name to parents.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.

Process

- The parents/carers or a practitioner have concerns about a child's progress.
- They would discuss their concerns with the key person and the setting SENCo.
- The key person and SENCo would consider the learning need and whether it would be appropriate to write a Support Plan.
- Support plans must be written with achievable targets and a review date.
- All plans should be written and shared with the parents/carers and the child if appropriate.
- If this intervention does not enable the child to make satisfactory progress then it would be appropriate to refer to an outside agency such as our Early Years Adviser or to Speech and Language Therapy.