

Supporting children with Special Educational Needs and Disabilities

Policy statement

At Harvey Bears Nursery and Pre-school 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 Code of Practice (2015)
- We have in place a clear approach for identifying, responding to, and meeting children's Special Educational Needs and Disabilities. (SEND)
- We support and involve parents, (and where relevant children) actively listen to and act 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 Special Educational Needs and Disabilities and their families.
- We regularly monitor and review this policy, our practice and provision and, if necessary, make adjustments needed.

Procedures

We dedicate a member of staff to be the Special Educational Needs and Disability Coordinator. This is Sue Jones.

The SENDCO works closely with other colleagues and has responsibility for the day to day operation of supporting children with Special Educational Needs and Disabilities and for coordinating our provision for children with Special Educational Needs and Disabilities.

- We ensure that provision for children with Special Educational Needs and Disabilities is the responsibility of all staff in the setting
- We ensure that our inclusive admissions practice ensures the 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 ensure that parents are involved at all stages of the assessment, planning and review of their children's Special Education including the decision making process.
- We, where appropriate, consider children's views and wishes in the decisions being made about them, relevant to their level of understanding.
- We provide parents with information on local sources of support and advice. For instance, Local offer information, Advice and support services.

- 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. Early Help Assessment and Educational, Health and care assessments.
- We provide resources (human and financial) to implement our Supporting children with Special Educational Needs and Disabilities Policy and Procedures for identifying, assessing and making provision for children with SEND.
- We ensure all our staff are aware of our Supporting Children with Special Educational and Disabilities provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency reviews, inspection and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure
- We monitor and review our Policies.

Further Guidance

- Statutory Framework for the Foundation Stage. (2022)
- Working Together to Safeguard Children (2015)
- Special Educational Needs and Disabilities Code of Practice (DfE and DfH 2015)
- The Early Years Foundation Stage.