



1.12 Supporting children with special educational needs

Policy statement

Willows Educare provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- Willows Educare have regard for the Special Educational Needs and Disability Code of Practice (2014).
- Willows Educare have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
- Willows Educare support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- Willows Educare work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- Willows Educare regularly monitor and review [our/my] 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) and give his/her name to parents. Our SENCO is: Nikki Walters
- The SENCO works closely with other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- Willows Educare ensure that the provision for children with SEN is the responsibility of all members of the setting.
- Willows Educare ensure that our inclusive admissions practice ensures equality of access and opportunity.
- Willows Educare provide a broad, balanced and differentiated curriculum for all children.
- Willows Educare apply SEN support to ensure early identification of children with SEN.
- Willows Educare use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.

¹ This includes disabled children with special educational needs

- Willows Educare ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- Willows Educare where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- Willows Educare provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- Willows Educare liaise and work with other external agencies to help improve outcomes for children with SEN.
- Willows Educare have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- Willows Educare Willows Educare provide resources (human and financial) to implement [our/my] Supporting Children with Special Educational Needs Policy.
- Willows Educare ensure that all staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. Willows Educare provide in-service training for practitioners and volunteers.
- Willows Educare raise awareness of our special education provision via our website and or promotional materials.
- Willows Educare ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- Willows Educare provide a complaints procedure.
- Willows Educare monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by	<u>Willows Educare</u>	<i>(name of provider)</i>
On	<u></u>	<i>(date)</i>
Date to be reviewed	<u>Annually</u>	<i>(date)</i>
Signed on behalf of the provider	<u></u>	
Name of signatory	<u></u>	
Role of signatory (e.g. chair, director or owner)	<u></u>	