

## Special Educational Needs and Disability Policy

*The term Special Educational Need has a legal definition:*

*A child with special educational needs will have a learning difficulty or a disability that will make it harder for them to learn than most children of the same age. A child with special educational needs may need extra support or help that is different to that given to other children. A child with special educational needs may need extra help because of a range of needs, such as thinking and understanding, physical or sensory difficulties with speech and language or how they relate to and behave with other people.*

### Statement of intent:

We aim to provide an environment in which all children achieve the best possible education and care and become confident learners with a growing ability to communicate their own views and are supported by the preschool to reach their full potential during the Early Years.

### Aim:

- We have regard for the Department for Education - Special Educational Needs and Disability Code of Practice 2014: 0-25years
- We include all children in our provision as required by the Equality Act 2010
- We provide practitioners to liaise with and support parents and children with Special Educational Needs and Disabilities (SEND)
- We identify the specific needs of children with SEN/Disabilities and meet those needs through a range of strategies and partnerships.
- We work in partnership with parents/carers and other agencies in meeting individual children's needs and disabilities.
- We inform parents when we need to make special educational provision.
- We regularly monitor and review our policies and the quality and breadth of provision and, where necessary, make adjustments to both our physical environment and daily practice.
- We will provide information to parents about the Essex Local Offer and the services provided for SEND children.

### Provision:

- We designate a member of staff to be Special Educational Needs Co-ordinator (SEND Co) and to coordinate the SEND provision.
- We provide a statement showing how we provide for children with SEN/disabilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing One Plan and Education, Health and Care Plan (EHCP) for children with SEN/disabilities.

**Policy Date: June 2007, Feb 09, Sept 2014**

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MONTESSORI NURSERIES AND PRE-SCHOOLS

- We ensure that children with SEN/disabilities are appropriately involved at all stages of planning, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all staff members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity for all children.
- We ensure that children with SEND engage in the activities of the preschool alongside children that do not have SEND.
- We ensure that our physical environment is, as far as possible, suitable for children with SEN/disabilities.
- We work closely with parents/carers of children with SEN/disabilities 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 SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.

## Curriculum:

- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet children's individual abilities, needs and disabilities.

## Staff Training:

- We provide relevant training for practitioners and volunteers.
- We raise awareness of any staff specialism the setting has to offer.

## Progress check at age 2 years:

- Between the ages of 2-3 years each child's key person must review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development.

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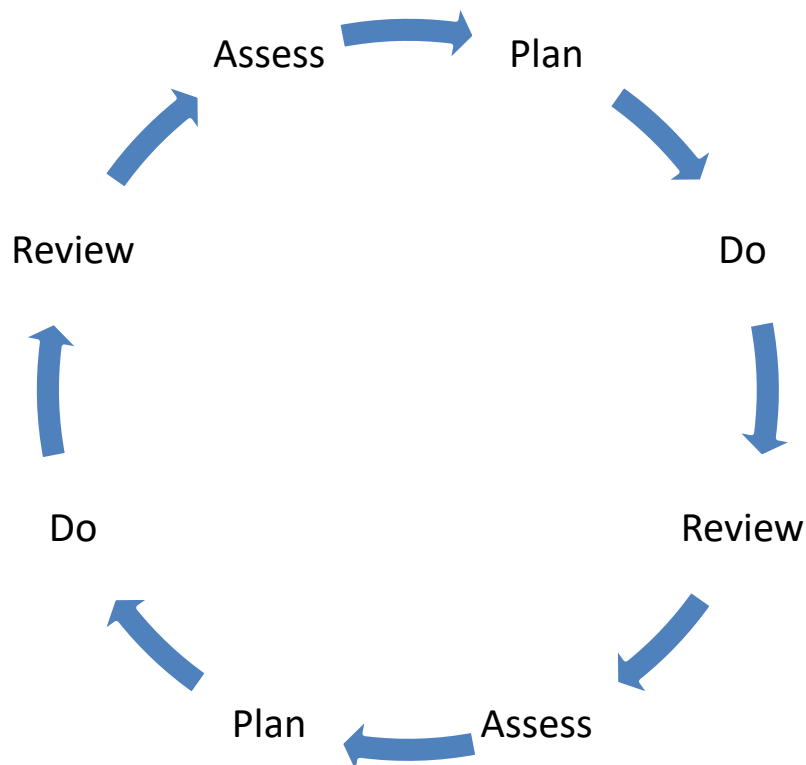
# play-to-learn

MONTESSORI NURSERIES AND PRE-SCHOOLS

- The summary must highlight areas where good progress is being made, some additional support might be needed and if there is a concern that a child may have a developmental delay (which may indicate SEN or disability)
- The summary must describe the activities and strategies that the setting intends to adopt to address any issues or concerns.
- The progress check must identify the child's strengths and any areas where the child's progress is slower than expected.

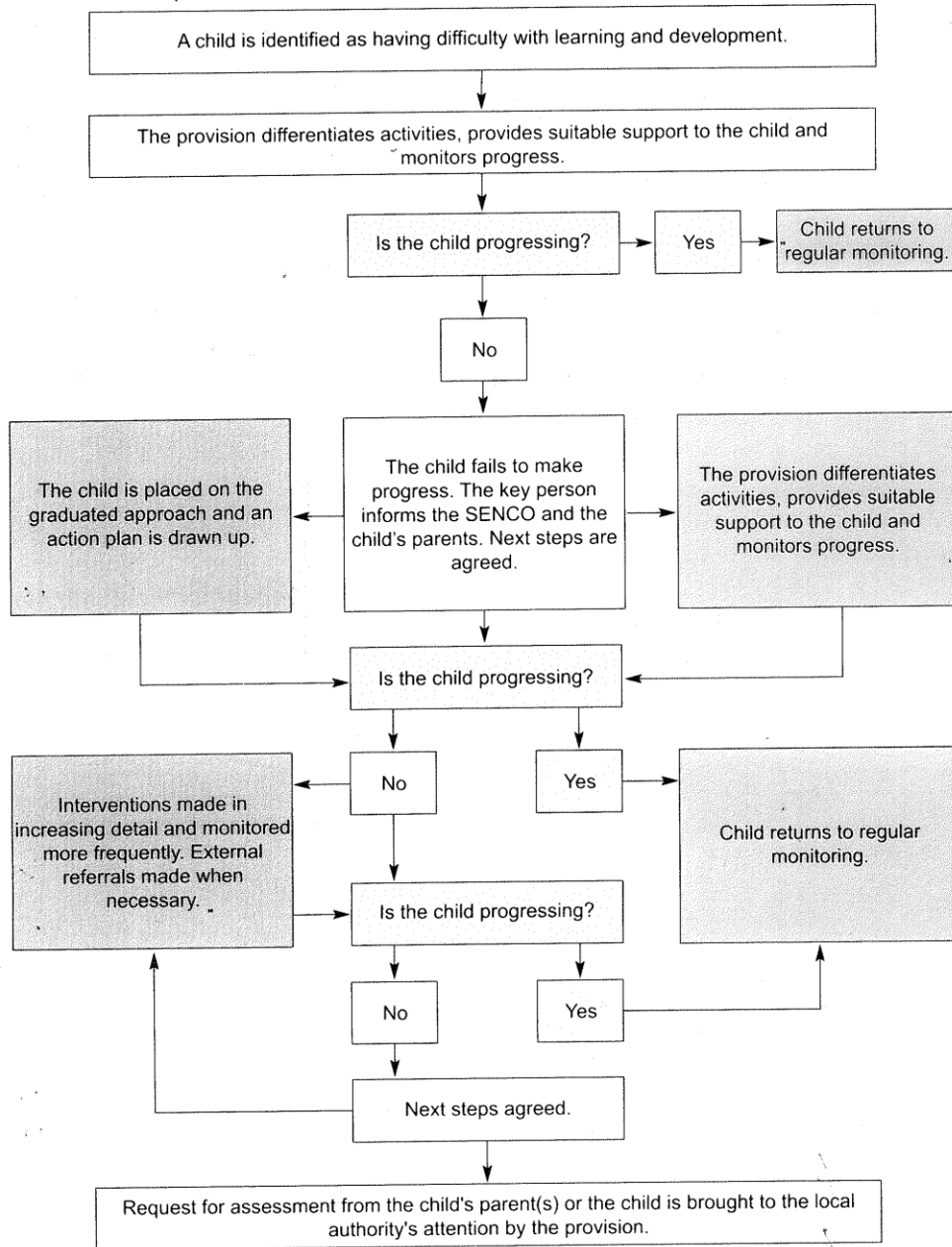
## One Plan

- We ensure that parents and children with SEN/disabilities are appropriately involved at all stages of planning, taking into account their levels of ability.
- We use the graduated response system for identifying children's special educational needs: Assess, Plan, Do, Review



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## Flow chart: SEN support - a graduated approach in early years



## One Plan continued:-

- If a child has been identified as needing additional support from education, health or social care, the Key Person, who works with the parent and child, will start to develop a plan, in partnership with the parent/carer, about the child's needs and how they can be supported. This will be called the One Plan.
- A One Plan is child/person centred and contains information written from the perspective of the child and the family and monitors the support provided for the child to achieve their outcomes.
- It is used to share information with other practitioners so that parents/carers only need to tell the child's 'story' once and practitioners do not duplicate assessments and information.
- A One Plan may be short term. If the child has additional needs but through practitioners working together the health, learning or relationship needs are resolved then the child will have a One Plan.
- When the child's needs are more complex and outcomes are not being achieved or the child needs a special educational placement or additional support then the One Plan may become an Education, Health and Care Plan (EHCP)

## Education, Health & Care Plan: (EHCP)

- When the needs are more complex and outcomes are not being achieved or the child needs a special educational placement or additional support within their mainstream school, the child's One Plan may become an EHC Plan.
- The information from the One Plan will be used to make the decision to provide higher needs funding and the child's One Plan will be converted into an EHC Plan.
- The EHC Plan will give details of the child's outcomes and how these will be achieved.

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## Monitoring and Reviewing of SEND Policy:

- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. EHCP 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 monitor and review our policy annually.

## The primary legal framework for this policy is:

- Children and Families Act 2014
- The Equality Act 2010

## Regulations

- Special Educational Needs and Disability Act 2014
- Statutory Framework for EYFS

## Secondary Legal Framework:

- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976,1986

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