**Special Educational Needs**

**Statement of intent**

We provide an environment in which all children are supported to reach their full potential.

**Aims**

* We have regard for the DFE Special Educational Needs Code of Practice 0-25 (2014).
* We include all children in our provision.
* We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
* We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
* We work in partnership with parents and other agencies in meeting individual children’s needs.
* We monitor and review our practice and provision and; if necessary, make adjustments.

**Methods**

* We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give her/his name to parents, this is **Kim Whelehan** and **Sarah Fenemore**
* We provide a statement showing how we provide for children with SEN/disabilities.
* We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
* We ensure that our inclusive admissions practice guarantees equality of access and opportunity.
* We ensure that our physical environment is as far as possible suitable for children with disabilities.
* We work closely with parents 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 arrangement to other settings and schools.
* We use the graduated response system for identifying, assessing, and responding to children’s special educational needs.
* We provide a broad and balanced curriculum for all children with SEN/disabilities.
* We provide a differentiated curriculum to meet individual needs and abilities.
* We use a system of planning, implementing, monitoring, evaluating and reviewing support and achievement play plans (SAPP). These are produced by the key person, SENCO and parents and carers when there are significant emerging concerns relating to a child’s attainment levels and/or when there is an identified SEN or disability.
* We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, considering their levels of ability.
* We use a system for keeping records of the assessment, planning, provision, and review for children with SEN/disabilities.
* 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.
* We provide in-service training for practitioners and volunteers.
* We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
* We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. staff and management meetings, parental and external views, inspections and complaints. This information is collated, evaluated, and reviewed annually.
* We provide a complaints procedure.
* We monitor and review our policy annually.