



EYFS: The Safeguarding and Welfare Requirements

3.67

Special Education Needs

3i.1 Supporting Children with Special Educational Needs and Disabilities (SEND)

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. At Auden Place we warmly welcome children with SEN or have disabilities as part of our community and we will ensure that all children have an equal opportunity to engage in the curriculum.

- We have regard for current legislation, namely the DfES Special Educational Needs New Code of Practice (2014).
- We constantly analyse and modify our setting to ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with SEND.
- We identify the specific needs of children with SEND and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy in practice and provision. If necessary we make adjustments regularly.

EYFS key themes and commitments

IMPROVING OUTCOMES : HIGH ASPIRATIONS AND EXPECTATIONS FOR CHILDREN WITH SEND. The Early Years Foundation Stage Curriculum (EYFS) is planned and differentiated to meet the range of individual needs of all the children at Auden Place Nursery. Auden Place provides a broad, balanced and appropriate EYFS for children aged 6 months to 5 years of age which is accessible to the individual needs of our children. We will ensure the needs of children are identified and assessed and we will provide appropriate support.

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 Rachel Williams
- We ensure the SENCo is up to date with legislation and attends training to incorporate new research and strategies involved with inclusive practice.
- If a member of staff, is concerned about the development of a child, or a parent has expressed concern about their child, a meeting will be arranged with the SENCo.
- The triggers for intervention at this initial stage of SEND support through the graduated approach assess, plan, do and review could be the practitioner's or parents concern about the child who despite receiving appropriate early education experiences continues working at levels significantly below, due to cognition and learning, social and emotional, sensory and physical and communication and interaction difficulties, and requires specific individual interventions in order to access learning. **SEND Code of Practice 2014**
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting, as led by the SENCo.



- The SENCo is available for all staff at all times to talk, and more specifically, meets with staff members in each room once a month to discuss all children and curriculum provision.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with SEND 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 special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs, in liaison with parents.
- We ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We celebrate the ability of all children and plan for development utilising those abilities
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the EHC Plan, formally known as the statementing process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We encourage all children and adults to learn from each other, so as each child and adult has an awareness of their own abilities and how they are special and important.
- We ensure that staff receive regular training.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We have a clear complaints procedure which is shared with parents.
- We monitor and review our policy annually.