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Registered Charity No. 802551

**SUPPORTING CHILDREN WITH SPECIAL NEEDS POLICY**

We provide an environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential.

* We have regard for the Special Educational Needs and Disability Code of Practice (2014).
* We ensure our provision is inclusive to all children with special educational needs.
* Children with special needs, like all other children, are admitted to the playgroup after consultations between parents, Playgroup Manager and Key person.
* We support parents and children with special educational needs.
* We identify the specific needs of children with special educational needs at the earliest opportunity and meet those needs through a range of SEN strategies.
* Our system of observation and record-keeping, which operates in conjunction with parents, enables us to monitor children’s needs and progress on an individual basis.
* Our keyworker system ensures that each adult is especially responsible for, and close to, the least amount of children possible, so each child receives plenty of adult time and attention.
* We work in partnership with parents and other agencies in meeting individual children’s needs.
* If it is felt a child’s needs cannot be met in the playgroup without the support of a one-to-one worker, funding will be sought to employ one.
* We monitor and review our policy, practice and provision and if necessary, made adjustments.

**Special Needs Procedure**

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is **Tracy Johnson.**

* We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
* The SENCO works closely with the Manager and 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.
* We ensure that our inclusive admissions practice provides equality of access and opportunity.
* We use the graduated response system for identifying, assessing and responding to children’s special educational needs.
* We work closely with the parents of children with special educational needs 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.
* We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
* We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
* We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) or local alternative, for example Early Years Help Assessment, Early Years Action Plus (Stage 3 of Continuum of Need), Statutory Assessment.
* We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
* We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
* We 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.
* We provide in-service training for practitioners, and where necessary, for parents and volunteers.
* We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
* We 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), parent and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* We provide a complaints procedure.
* We monitor and review our policy annually.