

St Michael's Family Centre Special Educational Needs/Disability policy (EYFS welfare requirement promoting children's welfare)

Statement of intent

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

We aim to follow the requirements of the EYFS (2017) and provide an inclusive environment for all children and their families. I am required to comply with the requirements of the Equalities Act 2010 and the Special Educational Needs code of practice 2015.

We have a responsibility to identify groups of disadvantaged children who attend our setting and will apply for any additional funding that is available locally, if the family/child meets the criteria. We will use any funding secured to ensure support is in place to improve children's outcomes.

Aims

- We monitor and review the progress and development of all children. However, where a child appears to be behind expected levels of development or where a child's progress gives cause for concern we adopt a graduated approach with 4 stages of action: Assess, Plan, Do & Review. We will then work in partnership with parents and provide information on how we are supporting the child's development and on occasion seek support from outside agencies with parental consent to aid this process.
- We have regard for the DfES 2015 Special Educational Needs and Disability Code of Practice.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs and disabilities (SEND).
- We identify the specific needs of children with SEND 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 reasonable adjustments.

Methods

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.
- We provide this statement showing how we provide for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting in keeping with the requirements of the EYFS and 2015 SEND code of practice.
- We ensure that our inclusive admissions practice ensures 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 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 SEND and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs and request assessment for Education Health and Care plans as needed.
- We provide a broad and balanced curriculum for all children with SEND.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual support plans (previously IEP's) for children with SEND.
- We ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide resources (human and financial) to implement our SEND policy.
- We ensure the privacy of children with SEND 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 SEND provision by collecting information from a range of sources e.g. Support plan reviews, staff and management meetings, parental 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.