SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Policy statement

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

- We have regard for the Special Educational Needs and Disability Code of Practice (2015).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs through interactions and observations. We meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs and Disability Co-ordinator (SENCO) and give her name to parents. Our SENCO's are: **Yvonne O'Mahoney & Maggie Davidovitz**
- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures 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 and disabilities to create and maintain a positive partnership. We communicate with parents to gather their thoughts and input to ensure their voice is heard when considering a plan of action for their child.
- 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, for example, by signposting them to the Hertfordshire Local Offer.
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with 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 Education, Health and Care Plans (EHCP) for children with special educational needs and disabilities.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, giving a child a voice, either through observations, knowing the child or through conversations and interactions, taking into account their ability.
- We have systems in place for supporting children during the Early Support stage.
- We have systems in place for working with other agencies in implementing Education, Health and Care plans.
- 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 and Disability Policy.
- We provide in-service training for parents, 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 special educational needs and disabilities 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.

This Policy was Reviewed and Updated in September 2026