

Little Owls Special Educational Needs Policy

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Version Control Log

Date	Date agreed with Managers	Overview of changes
May 2019	May 2019	Review of policy in conjunction with up to date policy from the Pre-School Learning Alliance.

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Aims

This SEN Policy outlines Little Owls' approach to Special Educational Needs and Disabilities (SEN) children; their identification, management, opportunities and provision. Our SEN policy aims to:

- Set out how we will support and make provision for children with special educational needs (SEN);
- Explain the roles and responsibilities of everyone involved in providing for children with SEN.

Policy statement

This Policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014

We provide an environment in which all children 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
- We have in place a clear approach for identifying, responding to, and meeting children's SEN.
- We support and involve parents/carers (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Definitions

A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, 2015).

There are four broad areas of need for children with SEND, which may be linked to:

- speech, language or communication needs
- cognition and learning
- social, mental and emotional health
- sensory and or physical needs

This means that a child may need additional support in order to access learning, such as:

- specialised resources to help them with their learning
- differentiated, individualised activities
- targeted Interventions
- support to take part in all school activities
- access to outside agencies (if required)
- an Educational Health Care Plan or Individual Education Plan which will be shared with parents/carers and will state the child's personalised targets

How Little Owls might Identify Special Educational Needs

We have experienced and trained staff who can identify and help support children who are experiencing any difficulties; the SENCO coordinates this work across the setting.

There are many ways we may identify such needs for example:

- Liaison with other settings to ensure that information on children transitioning into Little Owls is shared effectively.
- Practitioners carry out regular assessments, so that they are able to quickly identify any child who is experiencing particular difficulties.
- Parents/carers may raise concerns about their child.
- Other professionals working with a child outside of the Academy may raise concerns or highlight a specific need.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO). Our SENCO is:

Kath Brown

- The SENCO works closely with our Manager and other colleagues and has responsibility for the day-to-day operation of our SEN Policy and for co-ordinating provision for children with SEN.
- We apply SEN support to ensure early identification of children with SEN. For example, our practitioners complete the EYFS progress check for all children each term which applies to children who are aged between 24-36 months. This progress check enables practitioners to identify which children need additional support and provide early intervention. This information is shared with parents/carers and they are provided with a written report which we encourage them to share with their Health Visitor. If staff identify that further support for the child is needed following the two-year-old check, then they will link with other professionals to carry out an integrated review.
- Practitioners continually assess the children so that they are able to quickly identify any child who is experiencing particular difficulties in line with the Early Years Foundation Stage Statutory Framework.
- Hence, we ensure that the provision for children with SEN is the responsibility of all members of the setting.

- Little Owls will consult with parents/carers and previous settings when a child with SEN transfers to us, to ensure the consistent use of successful strategies. When a child with significant SEN transitions to our setting or is getting ready to transfer to school, the appropriate transition paperwork will be completed and individualised transition programmes will be arranged, in consultation with the parents/carers, outside agencies and other settings.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We use assess, plan, do and review system to ensure that children progress.
- We work closely with the parents/carers of children with special educational needs to create and maintain a positive partnership.
- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents/carers with information on local sources of support and advice.
- 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 educational plans (see Appendix B in our Administering Medicines and Supporting Children with Medical Conditions Policy) for children with special needs.
- We have systems in place for supporting children during the Early Years Action process (stage 2 of Continuum of Needs).
- We have systems in place for working with other agencies through each stage of the Early Help Assessment, Early Years Action Plus (stage 3 of Continuum of Need), Statutory Assessment and the Statementing process (stage 4 of Continuum of Need).
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- Where required, we provide in-service training for parents/carers, practitioners and volunteers.
- We work with the Local Authority to provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We raise awareness of any specialism the setting has to offer e.g. Makaton trained staff.
- We ensure that all our 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 volunteers.
- We raise awareness of our special education provision via our website and or promotional materials and through conversations with parents/carers and other professionals.
- 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/carer 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 as appropriate.