



Supporting Children with Special Needs and Disabilities Policy

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

Aims

Little Bicks has regard for the DfES Special Educational Needs and Disability Code of practice 2014 and Equality Act 2010.

We include all children in our provision and provide a welcome and appropriate learning environment for all children regardless of need or disability. Our staff are trained to help support parents and children with special education 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 adjustments.

Methods

- There is a designated member of staff to be the special needs co-ordinator (SENDCO). If a child's development causes concern we will make provision for the child in line with the recommendation of the SEND Code of Conduct.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting. We provide in-service training for our nursery staff.
- We ensure that our physical environment is as far as possible suitable for children with disabilities. We are prepared for children of all needs to join our nursery and think ahead about the resources we may need to supply in accordance with Schedule 10 of the Equality Act 2010.
- We provide a broad, balanced and differentiated curriculum for all children in our setting.
- We ensure that our inclusive admissions practice allows equality of access and opportunity. (Equality Act 2010, Part 6, Chapter 1 (85))
- We work closely with parents to create a positive partnership and ensure that confidentiality is maintained. 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 are committed to effective collaboration between all agencies working with a child together with a multi-disciplinary approach to meeting children's special educational needs.
- The SENDCO will attend training and forums to ensure their knowledge and practise is current and following up to date strategies.



- We use the graduated response system from the SEND Code of Practice for identifying, assessing and responding to children’s special education needs.
- We work closely with any agencies using an integrated approach through Team Around the Child, using tools such as The SEN’s support cycle and the Common Assessment Framework (CAF).
- We use a system of planning, implementing, monitoring, evaluating and reviewing for children with SEND Education Health and Care Plans (EHCP). By continually monitoring their progress and development we can ensure that we are working towards the needs of each child.
- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools and before they start with us.
- We complete the SEND profile for those children in our setting who require it.
- If necessary, we seek funding to provide resources (financial or extra support of a one-to-one worker) to implement our SEND policy.
- We ensure privacy of children with SEND when intimate care is being provided.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources eg. EHCP review, staff and management meetings, supervision 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 or before if necessary.

Date policy was written	March 2024
This policy is due for review before	March 2025