

## **Supporting Children with Special Educational Needs and Disability Policy**

Equality of opportunity

Children at The Lloyd Park Children's Charity enjoyed talking about helping their peers. Children in the Nursery said "G. is not good at talking, we can help him, when we play 'what's in the bag', " B walks on her bottom", " We can all still play together".

Policy statement

The Lloyd Park Children's Charity provides an environment in which all children, including those with Special Educational Needs and Disability (SEND), are supported to reach their full potential.

This policy is in line with the Code of Practice 2015 and Equality Act 2010.

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." As defined by the Code of Practice 2015.

### **1. Procedures**

- We designate a member of staff as Special Educational Needs Co-ordinator (SENCO) Our SENCO is Allison Walker
- We ensure that the provision for children with special educational needs is the responsibility of all staff and Trustees.
- We ensure that our admissions practice ensures equality of access and opportunity.
- We provide parents with information on sources of independent advice and support.
- We provide training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We provide a complaints procedure.
- We monitor and review our policy annually.

## **2. Improving Outcomes: High Aspirations and Expectations for Children with SEND.**

All children are entitled to an education that enables them to achieve the best possible educational and other outcomes and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education. We recognise that our more vulnerable children will require more support during this transition period.

As an early years setting we have regard to the SEND code of practice 0 to 25 years (September 2014). We follow the EYFS Safe Guarding and Welfare requirements.

The Charity's ethos and our commitment to children we ensure we do not discriminate against, harass or victimise disabled children (in line with the Equality Act 2010, )and we make reasonable adjustments, to support children, to prevent them being put at substantial disadvantage.

A delay in learning and development in the early years may or may not indicate that a child has SEND. Equally, difficult or withdrawn behaviour does not necessarily mean a child has SEN. Where there are concerns, we work with parents to support the child individually.

We conduct a two-year progress check when children are aged between two and three years, working in partnership with parents to produce a short written summary focusing on communication and language, physical development and personal, social and emotional development. This progress check will identify the child's strengths and any areas where the child's progress is slower than expected. Where there are significant concerns/ emerging concerns, we will develop a targeted plan to support the child. In the written summary, we will highlight areas where good progress is being made.

We work using the EYFS framework and monitor the seven areas of learning. We provide differentiated support to enable children to achieve their best.

We monitor and review the progress and development of all children throughout the early years; where there is concern around developmental goals we consider all the information from within the setting and beyond, working in partnership with parents and outside agencies.

The support provided for children will be based on the understanding of their particular strengths and needs and will seek to address them; using targeted interventions, this is always done in partnership with parents, taking into account of the children's likes, dislikes and interests. Reviewing on a regular basis, this will be part of the graduated approach of the SEND support. Our approach to supporting all children is assess, plan, do and review.

- Assess – ongoing regular assessments to inform of children's progress
- Plan - for positive achievable child centred outcomes.
- Do – implement the support, interventions or targets to support the child's learning.
- Review – the child's progress and support.

If children are still not making progress we may suggest a referral to the Specialist Children's Services, which may include the Speech and Language Therapist, Social and Communication Clinic, Physiotherapist etc. Where concerns are thought to be family or other domestic circumstances, which may be impacting on children's learning and development/behaviour, a multi-agency approach will be adopted, including the use of the Early Help assessment, and Early Help team.

Difficulties related to having English as an additional language are not SEN.

If we as a setting cannot fully meet the needs of the child, we may request the support and guidance of the local AREA SENCO. If progress is still not made, we can request to the allocated Educational Psychologist to observe the child and provide us with specific strategies. This may result in the setting being allocated additional funding to allow us to spend some one to one time working with the child on the specific targets; this is always done with consent and in partnership with the parents.

Despite the setting having taken relevant and purposeful action to support the child, if the child has not made the expected progress, a request for an Educational Health and Care assessment may be made. Parents or the setting can make this request. The majority of children with SEN or disabilities will have their needs met within our setting without an EHCP.

The EHCP is a legal document, which provides educational, health and social needs and sets out the additional support to meet those needs, to enable them to secure the best possible outcomes for the future.

Policy Name	Supporting Children with Special Educational Needs and Disability Policy
Version Number	V1
This policy was developed by	Governance and Accountability Sub Group
These people were consulted/involved in developing the policy	SEND Team
This Policy was adopted by	SEND Team and G and A sub group
Date	May 2018
Signed	
Name	James Wragg
Role	Chairperson
Next Review Date	May 2019