



Old Oak Early Years Education Centre

Supporting Children with Special Educational Needs and Disabilities

Policy Statement

We provide an environment in which all children with Special Educational Needs and Disabilities (SEND) are supported to reach their full potential.

- We have regard for the Early Years (0 to 25) Special Educational Needs and Disability Code of Practice (2014)
- We have in place a clear approach for identifying, responding to, and meeting children's SEND¹.
- We support and involve parents (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.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is: Tatiana Cattogno , who works with the School's
SENCO – Davina Jude Brandt
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- The SENCO works closely with our Team Leader and the Early Years Educators and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND.
 - We ensure that the provision for children with SEND is the responsibility of all members of the setting.
 - 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 apply SEND support to ensure early identification of children with SEND.
 - We use A graduated approach system (assess, plan, do and review) in increasing detail and frequency to ensure that children progress.

¹ This includes disabled children with special educational needs

- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- We where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level of understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g. Education, Health and Care (EHC) assessment.
- We provide resources including financial, to implement our Supporting Children with Special Educational Needs Policy.
- 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 SEND. We provide in-service training for parents and practitioners.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan 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.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2021)
- Working Together to Safeguard Children (DfE 2018)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by Old Oak Early Years Education Centre

On July 2021

Date to be reviewed July2022

Signed on behalf of the provider *JF Brown*

Name of signatory _____

Role of signatory (e.g. chair, director or owner) Headteacher

This policy should be viewed in conjunction with the school's SEND Policy and Report