

Special
Educational
Needs
Policy V.2

June 12

2014

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Update due:
May 2015

Impact Assessed:

Policy

Title: Special Educational Needs

From: Early Years Centre

Date: 20th August 2010;

Reviewed 12th June 2014

At this setting we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. We work in partnership with parents, carers and external agencies to support children who have barriers in learning new tasks and skills. Our work with parents and carers is always confidential and respectful of their wishes.

Southampton University Early Years Centre aims to adhere to the DfEE Code of Practice (2014) on special Educational needs. The Centre also operates in line with the Equality Act 2010, which replaced the Special Educational Needs and Disability Discrimination Act 2005.

We aim to provide appropriate inclusive learning opportunities for all children in our care.

- We support parents and children with Special Educational Needs.
- We identify the specific needs of the children with special educational needs and endeavour to meet those needs through a range on SEN strategies.
- We work in partnership with parents and other agencies to meet individual children's needs.
- We monitor and review our policy, practice, and provision and, when necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) who monitor the needs and progress of children who have special educational needs and give her name to parents. **This SENCO for the centre is Rebecca Norden**
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- Our key person system ensures that each member of staff is responsible for a group of children, so each child receives plenty of adult time and attention.
- 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 parent of children with special educational needs to create and maintain a positive partnership and to ensure that:-
 1. The Centre draws upon the knowledge of the parent in planning provision for the child.
 2. The child's progress and achievements are shared and discussed with parents on a regular basis.
 3. Parents know the identity of the SENCO.
 4. Parents are aware of the arrangements for the admission and integration of children with special educational needs.
- 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.
- We liaise with other professionals involved with the children with special educational needs and their families, including 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 (IEPs) for children with special educational needs.

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- We ensure that children with special educational needs are appropriately involved at all stages of graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.
- A special needs register will be kept by the SENCO.
- We use a system for keeping records of assessments, planning, provision and review for children with special educational needs. These records will be kept by the key person: parents will have access to these records at all times. The SENCO will also monitor these records.
- We provide resources (human and financial) to implement our Special Educational Needs Policy and to ensure individual children's needs are met.
- Our staff attend regular training on special needs arranged by the Southampton Early Years Partnership.
- We raise awareness of any specialism the setting has to offer e.g Makaton, Down Syndrome training.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g Individual Education Plan reviews, staff and management meetings, parents, external agency's views, inspections and complaints. This information is collated, evaluated and reviewed regularly.