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## **Special Educational Needs Policy**

This Policy takes account of the Education Act 1996, the Special Needs and Disability Regulations 2014, the Children and Families Act 2014, and the Special Educational Needs and Disability Code of Practice 2015.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

### **Children have a learning difficulty if they:**

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

### **I follow the fundamental principles of the SEN Code of Practice and these are:**

- A child with SEN should have their needs met.
- Needs will normally be met in mainstream early education settings.
- The view of the child, if possible, should be sought and taken into account.
- Parents have a vital role in supporting the child's education.
- Children with SEN should be offered full access to a broad-balanced appropriate curriculum for the Early Years Foundation Stage.
- Arrangements must be in place to support children with SEN or disabilities; including a clear approach to identifying and responding to SEN.
- Being aware of and alert to emerging difficulties and responding early.

### **Special educational provision means:**

- (a) For children of two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children. For a child under two years of age, special educational provision means educational provision of any kind.
- (b) A child under compulsory school age has special educational needs if he or she has a significantly greater difficulty in learning than the majority of others of the same age.

**Identification, Assessment and Provision in Early Education Settings** The Government's Early Learning Goals set out what most children will have achieved

by the end of the Early Years Foundation Stage. Children will progress at different rates during the EYFS and some children may not reach the goals by the end of their reception year. These children will need differentiated learning opportunities and regular monitoring within my setting to help them make progress.

### **The Special Educational Needs Coordinator (SENCo)**

As a Childminder I am the SENCo of my setting and will have responsibility for:

- Liaison with parents and other professionals in respect of children with special educational needs.
- Taking the lead in further assessments and planning support.
- Ensuring that appropriate Individual Education Plans are in place and that these are reviewed regularly.
- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated.

### **Graduated Response**

If a child in my setting is not making the expected progress, it may be necessary to use alternative approaches to learning. In this case I will:

- Observe, monitor and share my findings with parents.
- Recognise the expertise of parents/carers and their involvement welcomed ensuring activities and progress is communicated effectively for continuity of support for the child.
- Devise planned intervention and monitor.
- To adopt a positive approach by adopting working practices and the environment to suit the needs of the child by building on the child's strengths ensuring that activities and resources are presented in an accessible manner and staffing levels adjusted as appropriate for the needs of the child.
- Produce individual educational plans with achievable targets for the child.

Where necessary and with parental permission, if I require support for a child with additional needs from a range of specialist expertise to support the child I will:

- Request for supporting a child's additional needs in setting, support targets, next steps, referrals to other professionals and evidence for referral to SEND at Croydon Councils Early Help Team by providing:
- **Baseline assessment/evidence of information gathered when child started at setting (including 2 year old check, where applicable).**
- **Tracking-exact not best fit.**
- **Observations/next steps and what actions taken and impact.**
- **Notes to show what strategies/differentiated activities/resources/enhanced ratios that I have tried and impact, if any.**
- **Notes of my discussions/meetings with parents to discuss progress/concerns.**
- **Any information from other professionals.**

This can be returned with the signed consent statement online at Practitioner Space [www.practitionerspacecroydon.co.uk](http://www.practitionerspacecroydon.co.uk) / can be posted or hand delivered to: the local FEP Coordinator or Locality Early Help at Locality Early Help, Early Intervention Support Service, Department for

children families and learning, Floor 4 Zone C, Bernard Weatherill House,  
8 Mint Walk, Croydon CRO 1EA / By password protected email to:  
[earlyhelp@croydon.gov.uk](mailto:earlyhelp@croydon.gov.uk) / By secure fax to: 0208 633 9436

- If necessary I will access level 2 funding and support with implementation by completing the level 2 inclusion funding request form and provide the same evidence **highlighted** above with signed consent to either of the same addresses directly above.
- Seek support from Leap Ahead Childminding Agency for advice on: 0208 831 6437/ email: [leapahead@achievingforchildren.org.uk](mailto:leapahead@achievingforchildren.org.uk)
- Referrals to outside agencies including speech therapists, paediatricians, educational psychologists etc.

### **SEN Support**

When a child in the setting is identified as having special educational needs I initially devise my own interventions to be used in addition to my usual provision (SEN Support). The triggers for SEN Support could be that the child:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- Continues working at levels significantly lower than those expected for children of a similar age in certain areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques of my setting.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access.

### **Targeted Plan**

A Targeted Plan contains planning for the child which is **additional to**, or **different from**, the standard provision and includes:

- Short-term strategies set for the child.
- Teaching strategies.
- The provision to put in place.
- When/how the plan is to be reviewed.
- The outcome of the action taken.

The Targeted Plan will be reviewed half termly with parents and, if appropriate, the child and outside agencies. Where it is deemed not applicable for the child to attend their views and needs should be taken into consideration.

### **Requests for an Education, Health and Care Needs Assessment**

For a very few children the help given by the setting and additional support will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. Where a request for an Education, Health and Care Needs

Assessment is made to the LA, the child will have demonstrated significant cause for concern and the setting will have evidence gathered throughout the stages listed above.

### **Annual Review**

As a result of an Education, Health and Care Needs Assessment the LA will decide whether a child needs provision through an Education, Health and Care Plan. The Education, Health and Care Plan will outline the provision necessary, the name of the setting where the provision is to be made and how the needs will be met; this may be through additional support or equipment and may have a cost implication to the LA. All EHCPs are reviewed at least yearly and all those involved are invited to consider whether any amendments need to be made.

### **The Local Offer**

I am aware of the Local Offer and will signpost parents the information about provision they can expect to be available across education, health and social care for children and young people in the area with SEN or disability.

### **Confidentiality**

I will respect parent's rights to confidentiality when supporting children with Special Needs; I will always discuss any possible referrals to other services with parents to seek their agreement before we make such referrals. All meetings with parents other than the normal parent staff contact will take place in private.

Parents will be involved in setting all targets for their child. Targeted Support will be reviewed regularly and parents will be invited to contribute to this review.

### **Nursery Transfer Summary**

If a child moves to another childminder, nursery or reception setting I complete a Nursery Transfer Summary that outlines the child's achievements at my setting. This has a section which relates to Special Educational Needs and asks for the parents and child's comments.

**Managers Signature: Teamara Adams**

**Date: 04/12/2016 Parent/Carers**

**Signature:**

**Date:**



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