



# CENTRAL@RLK

## POLICIES AND PROCEDURES

### 9.2 SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES

#### Policy statement

Central@RLK provides an accessible & welcoming environment in which all children, including those with special educational needs & disabilities (SEND), are supported to reach their full potential.

- Central@RLK has regard for the Special Educational Needs and Disability Code of Practice (2014).
- Central@RLK ensures the provision is inclusive to all children with special educational needs & disabilities.
- Central@RLK supports parents and children with special educational needs & disabilities.
- Central@RLK identifies the specific needs of children with special educational needs & disabilities and meets those needs, at the earliest opportunity, through a range of SEND strategies.
- Central@RLK works in partnership with parents and other agencies in meeting individual children's needs.
- Central@RLK monitors and reviews its policy, practice and provision and, if necessary, make adjustments.

#### Procedures

- Central@RLK designates a member of staff to be the Special Educational Needs & Disability Co-ordinator (SENDCO) and a Deputy Special Educational Needs & Disability Co-ordinator (Deputy SENDCO) and informs parents of his/her name.
  - Our SENDCO is: Kirsten Midwinter (Deputy Manager)
  - Our Deputy SENDCO is: Deepti Sood (Senior Early years Educator)
- Central@RLK ensures that the provision for children with special educational needs & disabilities is the responsibility of all staff members within the setting.
- Central@RLK ensures that our inclusive admissions practice ensures equality of access and opportunity.
- Central@RLK recognises the importance of early identification of special educational needs & disabilities, as detailed in the special educational needs code of practise 2014.
- Central@RLK uses the graduated response system for identifying, assessing and responding to children's special educational needs.
- Central@RLK works closely with the parents of children with special educational needs & disabilities to create and maintain a positive partnership.
- Central@RLK ensures that parents are informed at all stages of the assessment, planning, provision and review of their children's education.



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- Parent's consent will always be obtained before children are referred to other professionals, or before records are shared or transferred. Where consent is not given, Central@RLK will strive to have on-going dialogue with parents and to work to meet the child's needs.
- Central@RLK provides parents with information on sources of independent advice and support.
- Central@RLK liaises with other professionals involved with children with special educational needs & disabilities and their families, including in connection with transfer arrangements to other settings and schools.
- Central@RLK provides a broad, balanced, stimulating and differentiated curriculum for all children with special educational needs.
- Central@RLK uses a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) or individual play plans (IPPs) for children with special educational needs & disabilities.
- Central@RLK ensures that children with special educational needs & disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- Central@RLK has systems in place for supporting children during the Early Years Action process (stage 2 on Continuum of Needs).
- Central@RLK has systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF), Early Years Action Plus (stage 3 of Continuum of Need), Statutory Assessment and the Statementing process (stage 4 of Continuum of Need).
- Central@RLK uses a system for keeping records of the assessment, planning, provision and review for children with special educational needs & disabilities.
- Central@RLK provides resources (human and financial) to implement our Supporting Children with Special Educational Needs & Disabilities Policy. Where required, we will provide modified or specialist resources.
- Central@RLK provides in-service training for parents, practitioners and volunteers, and are committed to providing continuous staff training with regards to special educational needs & disabilities. Our SENDCO/Deputy SENDCO attends area SENDCO network meetings wherever possible and cascades information to other staff members.
- Central@RLK raises awareness of any specialism the setting has to offer, e.g. PECS (Picture Exchange Communication System) trained staff.
- Central@RLK ensures the effectiveness of the special educational needs & disability provision by collecting information from a range of sources e.g. IEP/IPP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- Central@RLK provides a complaints procedure.
- Central@RLK monitors and reviews the policy annually.



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### Further guidance:

- Special Educational Needs and Disability Code of Practice (2014).

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| This policy was adopted at a meeting of      | <b>Central@RLK</b>               |
| Held on                                      | <b>27<sup>th</sup> July 2015</b> |
| Date to be reviewed                          | <b>July 2016</b>                 |
| Signed on behalf of the management committee |                                  |
| Name of signatory                            | <b>Rebecca Davies</b>            |
| Role of signatory (e.g. chair/owner)         | <b>Chairperson</b>               |