**Being Free Being Me**

**Special Educational Needs / Disability Policy**

**Guidance:**

-Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 years (DfE & DoH 2014))  
-Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)  
-Equality Act (2010)  
-Early Years Foundation Stage Statutory Framework (DfE 2014)  
-Working Together to Safeguard Children (DfE 2013)  
  
  
  
At Being Free Being Me, we provide an inclusive and supportive environment for all children regardless of their abilities, disabilities or medical conditions.

We comply with the Statutory Framework for the Early Years Foundation Stage and we strive to make sure that a child with disabilities, additional support or conditions gets the support they need.

Managers are experienced and have a good in depth knowledge of struggles that children can encounter under these circumstances.

We are no an enhance provision for children with SEN but we access every help in the community to support our children that need extra strategies or resources from outside agencies and teams of multi professionals.

We take on board and encourage parents to help us with their knowledge of their children and to share with us what strategies work best.

We monitor and review our practice and provision and, if necessary, make adjustments.

**The role of SENCO**

The Designated Special Educational Needs Coordinator (SENCO) is **Catia Lopes.**

The SENCO is responsible for ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting’s approach to identifying and meeting SEN.

* The SENCO works closely with other colleagues and has responsibility for the day-to-day operation of our SEND Policy
* The SENCO Co-ordinates provision for children with special educational needs within our setting.
* The SENCO advises and supports the staff development.
* The SENCO ensures parents are closely involved throughout and that their insights inform action taken by the setting.
* The SENCO is responsible for liaising with professionals or agencies beyond the setting.
* The SENCO supports staff in making observations and assessments.
* The SENCO assists staff in planning for children with special education needs.

**Key people**

Key people are responsible for including and supporting pupils with SEND in the preschool environment in line with this policy. Key people are responsible for providing appropriate differentiation and access to the EYFS curriculum for all children with SEND. They can draw on the SENCO for advice on assessment and strategies to support inclusion.

**Identifying SEN**

In order to identify accurately a child with SEN, Being Free Being Me will:

* Use daily observations linked to the EYFS Development Matters , termly tracking and other information received from external resources and/or parental concern to support early identification.
* Staff will focus specifically on the child's progress in the three prime areas of learning : communication and language, physical development and personal, social and emotional development.
* Children have a review between the age of 2 to 3 with us at nursery. This assessment coincides with the health visitor 2 year assessment check. It is important for practitioners and families to share and put these reports together to ensure the child is receiving everything she or he needs to thrive and to put in place extra resources or support if needed.

**Other considerations**

* Our admission policy does not discriminate against any children.
* We adapt our environment to suit everybody.
* We work closely with parents of children with SEN / disabilities to create and maintain a positive partnership.
* 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 children with SEN / disabilities and their families, including transfer arrangements to other settings and schools.
* We provide a differentiated and balanced curriculum to meet individual needs and abilities.
* We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (lEPs) for children with SEN/disabilities.
* We ensure that children with SEN/disabilities are appropriately involved in the development of their learning.
* We ensure the privacy and confidentiality of children with SEN / disabilities when intimate care is being provided.
* We will always discuss any possible referrals to other services with parents/carers to seek their agreement before we make such referrals.
* We will ensure that our staff is aware of any Individual Support Plan (ISP) targets agreed for a child as they are all likely to be involved in supporting that child.

**Individual Support Plans**

Individual Support Plans (ISPs) are used to set targets and support for children identified with special educational.

The SENCO has the role to liaise with the child’s parents/carers along with external agencies and organise review meetings with parents and carers. Parents are encouraged to attend ISP meetings. Once goals are established the SENCO person supports and oversees the implementation of the individual plan.

Referrals

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**Request for Statutory Assessment**

If a child is not making expected progress we will discuss requesting a Statutory Assessment in consultation with the parents/carers and outside professionals.

The Local Authority (LA) considers the need for a statutory assessment via the Pre School & Foundation Panel, and if appropriate a multi-disciplinary assessment will be made.  
 Where the local authority decides to carry out an EHC plan needs assessment it will seek information from us about the child’s needs.

This Educational Health Care plan plan is reviewed every 6 months.

**Complaints procedure**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with their child’s key person in the first instance.

Anyone who feels unable to talk to their child’s key person, or is not satisfied with the key person's comments, should ask to speak to the SENCO and Manager.

In the event of a formal complaint parents should follow the procedure in the Preschool complaints policy.

Contact of interest:

* The Special Educational Needs and Disability Information, Advice and Support Service (IASS) / Independent Parental Special Education Advice www.ipsea.org.uk / Contact a Family SEN Advice Service (0808 808 3555).

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| This policy was adopted by: Being free being me | Date: January 2020 |
| To be reviewed: July 2020 | Signed: Maria Souto Varela and Catia Lopes |