Little Buds provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. At our setting there is a ramp at the outside door and double doors with immediate access to facilitate a wheelchair. There are disabled toilet facilities and we have tables of differing heights and soft furnishings for the floor. There is a changing mat available for children who require changing. The curriculum plan and staff duties will be changed in order to help accommodate any child with SEN whenever possible. All staff will promote the children’s independence.

Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor all children’s needs on an individual basis. A child with SEN will have additional observations carried out by their key worker to help plan Individual Education Plans (IEP’s) which will identify how we can help a child with SEN make progress. All observations will be non-judgmental, clear and concise, appropriate for their purpose and presented in a user-friendly format. All staff within the setting has knowledge of observation techniques. Observations will help show gaps in development/play, which equipment is well used, which activity needs adult support to help specific learning outcomes, give evidence to support concerns and help the group in deployment of staff. The leader will, via observations and assessments done by members of staff, gain information to help plan how children can interact, ensuring inclusion and participation of each child.

* We have regard for the DfES Special Educational Needs Code of Practice (2001).
* We ensure our provision is inclusive to all children with special educational needs.
* We support parents and children with special educational needs (SEN).
* We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
* We work in partnership with parents and other agencies in meeting individual children’s needs. By working closely with parents it ensures Little Buds Playgroup draws upon their knowledge and expertise in planning provision for children.
* We 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 their name to parents. Our SENCO is Mrs C McKenna.
* We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
* 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 parents of children with special education needs 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 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.
* We ensure that children with special educational needs are appropriately involved at all stages of the 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.
* We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
* We provide in-service training for parents, practitioners and volunteers.
* We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
* 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, 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.

**Monitoring**

This policy will be reviewed annually by the management team to ensure it remains fit for purpose.

This policy was adopted by Little Buds management team.

Signed: …………………………………………………………………………………..

(on behalf of the management team)

Position: …………………………………………………………………………………..

Date: …………………………………………………………………………………..

Reviewed on:

Date: ……………… Signed: …………………………………………..

Date: ……………… Signed: …………………………………………..

Date: ……………… Signed: …………………………………………

There are a few adjustments that need to be made to our Special Education Need and Disability Policy.

* The first is the name. It could be changed from Additional Needs to Special Educational Needs.
* At the beginning of the policy we will add in the definition of what is SEN
* We will be changing the date of the Code of Practice when it comes in place.
* We will change IEP to PLP and will be using a document similar to the EA PLP.
* We will raise the awareness of any specialism the setting has to offer eg Makaton. We will be adding Autism Spectrum Disorder and Special Education Needs Training also.
* When we finish our course, our aim is to nominate a member of staff to be the SENCO, but all staff will work together to provide the best possible outcome for all children who attend our setting.